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ABSTRACT

This final volume in a series of seven describes the methodologies used in a study of four federal programs in 57 school districts across the country. In order to accomplish the study's objectives, two types of substudies were implemented--a federal programs survey and the individual site studies. The federal programs survey data were collected from four independent samples of districts (and schools within those districts) to provide a national representation of participants within each of the four target programs--the Emergency School Aid Act, Titles I and VII of the Elementary and Secondary Education Act, and Follow Through. Separate questionnaires were prepared for the school and district levels and for the Follow Through projects. The site studies provided information not supplied by the questionnaires, such as the contributory factors and consequences of parent participation. Field researchers conducted interviews, observations, and document analyses over an extended period of time. The sample for site studies represented schools and districts with both greater and smaller degrees of parental involvement, as determined from the federal programs survey. Data were collected on parent involvement through five types of activities--governance, instruction, parent education, school support, and school-community relations. The methodologies employed were judged to be efficient, thorough, and valid. (Author/WD)

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Parents and Federal Education Programs Volume 7: Methodologies Employed in the Study of Parental Involvement

EA 013 817

The Study of Parental Involvement

PARENTS AND FEDERAL EDUCATION PROGRAMS

VOLUME 7: METHODOLOGIES EMPLOYED IN THE STUDY OF PARENTAL INVOLVEMENT

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Multi-site, multi-method research is a team effort. From design to reporting the work has been collaborative. The contributors to this volume were many, but some must be singled out for special mention.

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The Site Study phase called for some clever ideas for technical support. We got them from Suzann Stahl, who designed and implemented a system for transcribing the tape-recorded data from Field Researchers, and from Julie Smith, who oversaw all the administrative matters associated with a large senior staff and many field researchers.

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OVERVIEW AND SUMMARY

BACKGROUND

The Study of Parental Involvement in Federal Education Programs was designed to provide information that will be of vital interest in the systematic exploration of a phenomenon that has come to play an increasingly important role in education during the past decade: parental participation in the educational process. The general belief--manifested for more than ten years--that citizens ought to have opportunities to influence programs that affect their lives has led, in the educational arena, to a significant increase in parental involvement in Federal education programs. In fact, participation by parents was stipulated in the General Education Provision Act (Sec. 427), which called for the Commissioner of Education to establish regulations encouraging parental participation in any program for which it was determined that such participation would increase the effectiveness of the program.

The present Study, which began in October 1978, examined parental involvement components of four Federal education programs: ESEA Title I, ESEA Title VII Bilingual, Emergency School Aid Act, and Follow Through. These programs differed in terms of intent, target populations, and mandated parental involvement, thus providing a rich source of information on the subject of the study. The study was conducted in a manner such that information could be provided on each of the four programs, as well as on parental involvement in general.

The U.S. Department of Education, and System Development Corporation, have identified three primary audiences for the study: Congress, because of its inherent interest in legislation regarding parental participation; program administrators, who must see that Congress' intentions are carried out; and

project implementers, who design and conduct local projects with parental involvement components. In addition, educational researchers studying parental involvement will find the study's findings valuable when planning and conducting future endeavors.

OBJECTIVES

There were five major objectives for the study, summarized below.

1. Describe Parental Involvement

   The first objective was to provide detailed descriptions of parental involvement in terms of three categories of information:

   a. Types and levels of parental involvement activities, and the extent to which each activity occurs.

   b. Characteristics of participants and non-participants in parental involvement activities, including both parents and educators.

   c. Costs associated with parental involvement activities.

2. Identify Contributory Factors

   As part of the Study, factors were identified that facilitate the conduct of parental involvement activities, along with factors that inhibit such activities. In addition, an attempt was made to ascertain the relative contributions of different factors to specific activities, and to parental involvement in general.

3. Determine Consequences

The third Study objective was to determine the direction and degree of the outcomes of parental involvement activities. Included in this task are outcomes of specific activities as well as outcomes of parental involvement in general.

4. Specify Effective Practices

Based on findings concerning parental involvement activities, their contributory factors, and their outcomes, combinations of activities that were found to be effective were specified.

5. Promulgate Findings

Reports and a handbook were produced to provide information on parental involvement for each of the target audiences for the Study.

METHODOLOGY

To achieve the Study objectives, two substudies were implemented. Each is summarized below.

Federal Programs Survey

Two broad purposes guided the development of the Federal Programs Survey (FPS). First, it was intended to provide nationwide projections of the nature and extent of parental involvement activities in districts and schools that

have projects funded by one or more of the subject programs. Second, the FPS was to provide the information needed to establish a meaningful sampling design for the Site Study.

Four independent samples of districts and schools within those districts were drawn to achieve a national representation of participants within each of the four target programs. Separate district-level and school-level questionnaires were constructed for ESAA, Title I, and Title VII. In light of Follow Through's organizational structure, project-level and school-level questionnaires were developed. District-level program personnel were the primary respondents. Data of a factual nature were collected on parent advisory groups, the supervision and coordination of parental involvement, parental participation in projects as paid aides and volunteers, and the assistance parents provide to their own children at home.

The Federal Programs Survey data were collected during April and May of 1979. A mail-and-telephone procedure was employed to ensure quality data and a high response rate. Copies of the appropriate forms were sent to the liaison person in each district, who most often was the director of the subject Federal program. This person was requested to fill out the district-level questionnaire and to assign the school-level questionnaires to the program staff member(s) best acquainted with project operations at the selected schools. A trained SDC representative called, at a time convenient for the respondent, to record responses to the questionnaires.

Once the data were recorded, each questionnaire was thoroughly reviewed by a SDC staff member in order to identify any inconsistencies or omissions. Follow-up calls were made to remedy these deficiencies.

The mail-and-telephone method provided respondents with time to gather the information needed to complete the questionnaire before the telephone interviews. It also allowed SDC staff members to assist with questions

respondents found ambiguous or unclear. Because of the review and call-back process, instances of missing data or logically inconsistent information were rare. Response rates of 96 percent were obtained at both the district level (286 out of 299 sampled districts) and the school level (869 out of 908 sampled schools). For all of these reasons, we are confident that the quality of data collected in the FPS was extremely high.

Site Study

At the outset of this Study it was not possible to specify unequivocally the forces that help or hinder parental involvement, nor the outcomes of parental involvement activities. Further, certain types of parental involvement activities are highly informal, and all activities are likely to have many subtle but critical nuances. These dimensions of parental involvement are not amenable to study on the basis of information collected through survey methodology. Determining the contributory factors, the consequences, and the subtleties of parental involvement activities--all called for intensive investigation, by on-site researchers, tailored in part to the unique aspects of each location. This was accomplished during the Site Study. Field researchers conducted interviews, observations, and document analyses over an extended time period in districts and schools selected to provide information about a wide range of practices.

Two samples were drawn, one of districts and the other of schools within districts. The goal was to choose, within each program, districts and schools that exhibited greater and lesser degrees of parental involvement as determined from the Federal Programs Survey. Besides the degree of parental involvement in the governance and educational functions, the sample also took into account the urbanicity of districts and the number of programs from which the district was receiving funds. Within districts, two elementary schools were selected (in two cases, there was only one elementary school

participating in the project). To account for anticipated losses of districts--due to problems with data collection--a 25 percent oversample was used. Since the intention was to have a final sample of 50 districts and 100 schools, 62 districts were chosen for the initial sample.

An individual experienced in field research methodology who lived in the immediate vicinity of each sampled district was hired to collect Site Study data. These field researchers were provided with extensive training, prior to and during the data collection period, in the particular techniques to be used in the Site Study. They were employed for four months, on a half-time basis, to collect information from the district and the two schools. Three data collection techniques were used by field researchers: interviews, observations, and document analysis. Of the three, interviews were the primary source of information.

Field researchers were provided with a series of analysis packets (described below) to guide their data collection efforts. In addition, they were in frequent contact with SDC staff members, so that adjustments to the data collection effort could be made and problems could be resolved. The field researcher frequently (e.g., weekly or semi-weekly) submitted data in the form of written and tape recorded protocols,* and forms on which specific data were recorded.

The analysis packets, which constituted the instrumentation for the Site Study, contained detailed descriptions of the research questions to be explored and the appropriate data collection techniques to be employed. Analysis packets were prepared in the following areas: parental involvement in governance, parental involvement in education, parent education (for the

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* Protocols were tape-recorded field notes. They were transcribed at SDC and a copy sent to the Field Researcher. They became the basis of discussions between Field Researchers and the SDC staff.

Follow Through program), the context of parental involvement, and outcomes of parental involvement. In addition, an exploratory analysis packet directed the field researcher to search out any forms of involvement not addressed by other packets. The interview portions of analysis packets--which required clearance by the Federal Education Data Acquisition Council--were completed and submitted for clearance in October 1979. Work then commenced on the development of analysis packet components that guided field researchers' observations and document analyses.

Analysis of Site Study data involved two distinct strategies. While data collection proceeded, senior SDC staff members began analyzing information as field researchers submitted it. Much of this ongoing data analysis concentrated on the completeness and accuracy of information. A key task centered on the detection of trends or unique aspects of parental involvement at given sites, so that the field researcher could be alerted to areas in which additional and focused data should be obtained.

Toward the end of their work, field researchers prepared summary protocols in which they analyzed all data for their own sites. These summary protocols became the first step in the second data analysis period. Following the receipt of summary protocols, senior SDC staff summarized the findings from each site into syntheses that followed a common outline. The syntheses were further distilled into analysis tables that displayed data in matrices, which were examined for cross-site patterns.

CONCLUSIONS

The methodologies we employed provided us with a great wealth of data to draw upon in preparing our reports. The mail-and-telephone method used in the Federal Programs Survey proved to be extremely efficient in the collection of complete and valid data of a structured nature. In the Site Study the use of analysis packets (although much more time consuming than we had anticipated) provided the field researchers with the guidance and flexibility required to

identify and describe the unique combination of variables that influence parental involvement at each site. The analysis strategies we adopted for the Site Study, however, enabled us to discern patterns in this data and to discover major findings related to parental involvement.

Results from the Study

The first report, Parents and Federal Education Programs: Preliminary Findings, treats the Federal Programs Survey. It provides program-wide estimates of the extent of parental involvement with respect to certain formal characteristics of the functions mentioned.

Six additional volumes describe the Site Study. Volume 1 is a synthesis of the parental involvement activities that were common to the four programs, highlighting the consistent contributory factors and outcomes. Policy issues such as the effect of parental involvement on the quality of education, the influence of regulations and guidelines, etc. are discussed from a multi-program perspective in this volume. Volume 2 is a detailed summary of the findings from each of the subsequent volumes. Volumes 3 through 6 describe and discuss in detail the findings for each of the four programs. Volume 3 is devoted to the ESAA program; Volume 4 is for the Title VII program; Volume 5 is for the Follow Through program; and Volume 6 is for the Title I program.

Volume 7, the present report, describes the technical aspects of the two studies--the data collection methodologies for each study, the instruments developed for the studies, and methods of data analysis employed.

Another product developed from the study is a handbook that provides information for local project staff and interested parents about the practices that were effective in obtaining parental involvement in these Federal programs.

CHAPTER 1
BACKGROUND AND DESIGN OF THE STUDY OF PARENTAL INVOLVEMENT

HISTORICAL DEVELOPMENT OF PARENTAL INVOLVEMENT IN FEDERAL EDUCATION PROGRAMS

During the past decade parental participation has come to play an increasingly important role in the educational process. The concept of parental involvement in Federal education programs has its roots in the Community Action Program of the Economic Opportunities Act of 1964 (EOA), administered by the Office of Economic Opportunity (OEO). One intent of the EOA was to promote community action to increase the political participation of previously excluded citizens, particularly members of ethnic minority groups, and to provide them with a role in the formation of policies and the making of decisions that had the potential to affect their lives (Peterson and Greenstone, 1977.) More specifically, the EOA required that poverty programs be developed with the "maximum feasible participation of the residents of areas and the members of the groups served."

As applied to education, the maximum feasible participation requirement has been interpreted quite broadly. One manifestation has been the requirement that parents of children being served become members of policy-making groups. EOA's Head Start Program was the first Federal education program to address the concern of maximum feasible participation by instituting such groups. In addition to decision-making (governance) roles, Head Start also provided opportunities for parents of served children to become involved as paid staff members in Head Start centers and as teachers of their own children at home. Other Federal education programs have tended to follow the lead of Head Start in identifying both governance and direct service roles for parents in the educational process. In fact, participation by parents in Federal education programs was stipulated in the General Education Provisions Act (Sec. 427), which called for the Commissioner of Education to establish regulations

encouraging parental participation in any program for which it was determined that such participation woiuld increase the effectiveness of the program.

The Study of Parental Involvement has been designed to examine parental involvement components of four Federal education programs: ESEA Title I, ESEA Title VII Bilingual, Emergency School Aid Act (ESAA), and Follow Through. While there are differences in the legislation, regulations, and guidelines pertaining to each of the four programs, all of them derive their emphasis upon parental/community participation from the General Education Provisions Act. Because these programs differ in terms of intent, target populations, and mandated parental involvement, they provide a rich source of information on the subject of the Study. A brief statement of the intent of each of the four programs is presented below.

- Title I of the Elementary and Secondary Education Act of 1965 provides "financial assistance... to local educational agencies serving areas with concentrations of children from low-income families... (to meet) the special educational needs of educationally deprived children."

- Title VI of the Elementary and Secondary Education Act of 1965, also called the Emergency School Aid Act (ESAA), provides "financial assistance to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty... and to encourage the voluntary elimination, reduction, or prevention of minority group isolation (in schools)...."

- Title VII of the Elementary and Secondary Education Act of 1965, also called the Bilingual Education Act, provides "financial assistance to local educational agencies... to enable (them)... to demonstrate effective ways of providing, for children of limited English proficiency, instruction designed to enable them, while using their native language, to achieve competence in the English language."

- Follow Through, enabled as part of the Economic Opportunity Act of 1964, provides funds to support "comprehensive educational, health, nutritional, social, and other services as will aid in the continued development of children (from low-income families)... to their full potential."

Legislation and regulation can influence parental involvement in three ways, described below.

Emphasis on Involvement

Each of the four programs mandates that each participating district must establish an advisory committee for the local project, of which the majority of members should be parents of served children. The language used to describe the function of this group is very different from program to program, however:

- Follow Through regulations state that the advisory committees are to "assist with the planning and operation of project activities and to actively participate in decision making concerning these activities."

- ESAA legislation indicates that projects should "be operated in consultation with, and with the involvement of" the advisory committee.

- Title VII legislation states that projects should "provide for the continuing consultation with, and participation by" the advisory committee.

- Title I legislation states that advisory committees should have "responsibility for advising (the district) in planning for, and implementation and evaluation of, its... (Title I) projects."

The language of the Follow Through regulations is the most emphatic about the role of the advisory committee in describing the general function of this group. The language of the Title I legislation is the least emphatic.

The legislation for ESAA and Title VII are equal in their emphasis of the committee's role and fall somewhere between the levels of emphasis represented by the Titie I and Follow Through language.

Specifying Activities

There are a few instances of language in the legislation and regulations governing these programs that mandates specific activities for parents. One of the best examples is the Title I mandate that schools having more than 40 served pupils should have a school-level advisory committee of which the majority of members should be parents of served children. None of the other three programs mandates school-level advisory groups.

In the previous section, the emphatic nature of the regulatory language describing the general role of the advisory committee in Follow Through projects was presented. In addition, these regulations also enumerate nine specific duties for the advisory committees to carry out, including the following management activities: helping to develop all components of the project proposal, approving the project proposal in its final form, helping to develop criteria for selecting professional staff and recommending the selection of such staff, and exercising the primary responsibility in recommending the selection of paraprofessional staff. None of the other programs is this specific about the role of the advisory committee.

A final example will illustrate the effects of specificity of language on project budgets related to parental involvement. Follow Through is the only program of the four that mentions a budget for the advisory committee. The regulations state that it must be "sufficient to allow (the committee) to effectively fulfill its responsibilities."

Incentives for Involvement

Incentives for parental involvement are offered to districts only by the Follow Through program. These take two forms: (1) statement in the regulations indicates that continued funding of each project is contingent to some degree on demonstrations that parents are involved as paraprofessionals and volunteers and that the project advisory committee does have the responsibilities described in the regulations; (2) provision in the regulations allows certain in-kind contributions, such as volunteer time, to be counted in place of cash in paying the non-Federal share of the cost of the project (up to 20 percent of the cost must be borne by the district).

In conclusion, it bears repeating that the four programs under study have different purposes and goals. The legislation and regulations for each program attempt to assure a role for parents in the context of that program's intent. Presumably, each program office believes that the roles it allocates to parents advance the goals of the program. The historical origins of the Follow Through program have led it to emphasize parental involvement as one means to mobilize and coordinate community resources for the benefit of children. The other programs, not sharing these historical antecedents, may have felt uncomfortable with specifying an additional parental involvement component (and requiring evidence of compliance) unless there was compelling reason to believe that these components would advance the main purposes of the program.

RESEARCH INTO PARENTAL INVOLVEMENT

The present study takes on added significance in light of the paucity of prior research directed to the nature and consequences of parental involvement. Despite the increasing opportunities provided to parents and other community members to influence the educational process, little systematic information has been available on the role parents actually play in designing and/or

delivering educational services associated with Federal programs. While prior evaluations of each of the four subject programs have included some attention to parental involvement, none has addressed this aspect of the program in a focused, in-depth fashion. For example, studies conducted by the American Institute for Research for Title VII Bilingual (Danoff et al., 1978), System Development Corporation for ESAA (Carlson, 1976; Wellisch et al., 1976), Nero Associates for Follow Through (1976), and System Development Corporation for Title I (Wang et al., 1980) all reported some limited information touching on parental involvement within the subject program.

The exception to this pattern treating parental involvement as a subsidiary concern was a series of NIE-sponsored studies whose primary focus was Title I district- and school-level advisory groups. The results of four of these studies was presented in an NIE (1978) report to Congress, while the fifth was conducted by CPI associates during the spring of 1978. But even this series of studies had definite limitations in scope. They were essentially exploratory in nature. The types of parental involvement examined were limited to district and school Parent Advisory Councils (PACs). The participation of parents as aides and volunteers, the tutoring that parents provide their own children at home, and parent-school liaison personnel were not included in the examinations. Finally, little can be determined about the factors that influence Title I PACs or the consequences of PAC functions from these studies. These are two vital areas, as will be seen, in the present study. Thus, for each of the four subject programs in the Study of Parental Involvement, the research can be said to have produced scattered findings that are more provocative than definitive.

Going beyond evaluations of the four subject Federal programs, there are numerous studies that have been concerned with aspects of parental involvement specifically or have included considerations of parental involvement. Three recent reviews are available that summarize findings from different studies (Chong, 1976; Center for Equal Education, 1977; Gordon, 1978). These reviews provided considerable information to help shape the Study of Parental

Involvement (e.g., insight into what types of parental involvement appear to make a difference in the educational process) but in and of themselves the studies reported therein were much too narrowly focused to be generalized to the four Federal programs.

PURPOSES FOR THE STUDY OF PARENTAL INVOLVEMENT

As the above review indicates, previous studies do not provide systematic, nationally representative information on parental involvement in Federal education programs. To fill this gap in knowledge, the U.S. Department of Education issued a Request for Proposal for a study which would achieve two broad goals:

1. Obtain an accurate description of the form and extent of parental involvement in Federal education programs and, for each identified form or participatory role, identify factors which seem to facilitate or prevent parents from carrying out these roles.

2. Study the feasibility of disseminating information about effective parental involvement.

In response, System Development Corporation proposed a study which included five major objectives.

1. Describe Parental Involvement

   The first objective was to provide detailed descriptions of parental involvement in terms of three categories of information:

   - Types and levels of parental involvement activities, and the extent to which each activity occurs.

- Characteristics of participants and non-participants in parental involvement activities, including both parents and educators.

- Costs associated with parental involvement activities.

2. Identify Contributory Factors

The second objective was to identify factors that facilitate the conduct of parental involvement activities and factors that inhibit such activities, and to ascertain the relative contributions of these factors to specific activities, and to parental involvement in general.

3. Determine Consequences

The third study objective was to determine the direction and degree of the outcomes of parental involvement activities. Included in this task are outcomes of specific activities as well as outcomes of parental involvement in general.

4. Specify Effective Practices

Based on findings concerning parental involvement activities, their contributory factors, and their outcomes, strategies that have been successful in enhancing parental involvement at one or more sites were to be specified.

5. Promulgate Findings

The fifth objective was to produce reports and handbooks on parental involvement for project implementers, program administrators, and Congress.

The objectives cited above were translated into a set of research questions intended to guide the Study of Parental Involvement. Answers to these questions will provide a firm foundation for decision making at the Congressional, program office, and local levels. The six global research questions identified were:

- What is the nature of parental involvement?
- What does, and who does not participate in parental involvement?
- What monetary costs are associated with parental involvement?
- What factors influence parental involvement activities?
- What are the consequences of parental involvement?
- Are there identifiable strategies which have been successful in promoting and/or carrying out parental involvement activities?

CONCEPTUALIZATION OF PARENTAL INVOLVEMENT

During the planning phase of the Study, a conceptualization of parental involvement was developed. In conjunction with the conceptualization, a series of policy issues was specified. Both of these tasks were conducted on the basis of extensive reviews of the literature on parental involvement, examinations of legislation and regulations for the four Federal programs, suggestions from study advisory group members, the personal experiences of project staff members, and interviews with representatives of each of the three major audiences for the Study. (The latter encompasses Congress, Federal program administrators, and local implementers of parental involvement.)

In order to realize the objectives of the Study, a conceptualization of parental involvement was developed. It can be summarized by the statement:

> Given that certain preconditions are satisfied, parental involvement functions are implemented in varying ways, depending upon particular contextual factors, and produce certain outcomes.

Five major elements are embedded in this statement, and are outlined briefly below.

Functions

Five parental involvement functions were identified:

- Parental participation in project governance
- Parental participation in the instructional process
- Parental involvement in non-instructional support services for the school
- Communication and interpersonal relations among parents and educators
- Educational offerings for parents

Preconditions

These are the conditions that must be satisfied in order for parental involvement activities to take place. They are necessary for the implementation of a function, in that a function cannot exist if any of the preconditions is not met. For instance, one precondition is that there be some parents willing to engage in the function.

Context

Parental involvement activities take place within an environment that contributes to the manner and degree of their operationalization and, potentially, to their effectiveness. Systematic examinations of these contextual factors may allow for a determination of which of these contribute to parental involvement, in what ways, and to what degrees. As an example, one contextual factor of potential importance is a community's history of citizen involvement with social programs.

Implementation

When a particular parental involvement function is carried out, there are a number of variables that help to portray the process of implementation. Through these variables, activities can be described in terms of participants, levels of participation, and costs. One variable that exemplifies implementation is the decision-making role of the advisory council.

Outcomes

Parental involvement activities can lead to both positive and negative consequences, for both institutions and individuals. Examinations of these outcomes will provide the information needed for decisions about what constitutes effective parental involvement practices.

SPECIFICATION OF POLICY-RELEVANT ISSUES

Policy-relevant issues were specified in five areas. Providing information on these issues should be of special value to decision makers who can influence legislation, program operations, and project implementation.

Parental Involvement in Governance

This area covers parental participation in the planning of projects, in ongoing decision making about projects, and in evaluating projects. The policy issues within the governance realm are:

- Do existing Federal and state legislation, regulations, and guidelines allow parents to participate in making important decisions?
- Do existing state and local practices affect parental participation in the making of important decisions?

Parental Involvement in the Instructional Process

The second area is concerned with parental participation in instruction, as paid or volunteer paraprofessionals within the school or as tutors of their own children at home. The specific issues related to the instructional process are:

- Do existing Federal and state legislation, regulations, and guidelines allow parents to participate meaningfully in educational roles?
- Do existing state and local practices affect meaningful parental participation in educational roles?

Funding Considerations and Parental Involvement

Policy issues within the third area explore the relationship between funding considerations and the conduct of parental involvement activities. These issues are:

- Do total funding levels affect the quantity and quality of parental involvement activities?

- Do the timing and duration of fund allocations influence the quantity and quality of parental involvement activities?

- Does the amount of funding specifically devoted to parental involvement affect the quantity and quality of parental involvement activities?

Parental Involvement and Educational Quality

The fourth area of concern is the quality of education offered to students who are recipients of program services. The policy issue is:

- Do parental involvement activities influence the quality of education provided to students served by the four Federal programs?

Multiple Funding and Parental Involvement

The final area addresses the situation in which a district or a school is participating in more than one program that calls for parental involvement. The issue of relevance in such a situation is:

- When multiple programs are funded at a site, are the quantity and quality of parental involvement activities affected?

METHODOLOGY OF THE STUDY OF PARENTAL INVOLVEMENT

With the conceptual framework as a backdrop, two substudies were designed to provide the answers for the research questions and policy issues. Each is summarized below and described in detail later.

Federal Programs Survey

Given the limited information available regarding parental involvement in the four programs, there is a need for basic descriptive data on formal parental involvement activities collected from a sample of districts and schools that is nationally representative. To this end a sample of districts and schools was selected for participation in a survey. District-level program personnel were the primary respondents. Data of a factual nature were collected on funding arrangements; parent advisory groups; parents as paid aides, volunteers, and teachers of their own children at home; and the supervision and coordination of parental involvement. The data collection effort for the national survey was carried out in spring, 1979.

Site Study

When the Study began it was not possible to specify unequivocally the forces that help or hinder parental involvement, nor the outcomes of parental involvement activities. We expected, furthermore, that certain types of parental involvemement activities would be highly informal, and that all activities were likely to have many subtle but critical nuances. Determining contributory factors, consequences, and subtleties of parental involvement activities--all call for intensive investigation by on-site researchers, with the investigation tailored in part to the unique aspects of each location. This was accomplished during the Site Study, with data collected in the first half of 1980.

PRODUCTS OF THE STUDY OF PARENTAL INVOLVEMENT

The primary products of the Study are the reports described below. The first report, Parents and Federal Education Programs: Preliminary Findings from the Study of Parental Involvement, described the findings from a

survey of nationally representative samples of districts and schools participating in these programs. It provides program-wide estimates of the extent of parental involvement with respect to certain formal characteristics of the functions mentioned above.

A series of six volumes present the results of the Site Study. Volume 1 is a synthesis of the parental involvement activities that were common to the four programs, highlighting the consistent contributory factors and outcomes. Policy issues such as the effect of parental involvement on the quality of education, the influence of regulations and guidelines, etc. are discussed from a multi-program perspective in this volume. Volume 2 is a detailed summary of the findings from each of the subsequent volumes. Volumes 3 through 6 describe and discuss in detail the findings for each of the four programs. Volume 3 is devoted to the ESAA program; Volume 4 is for the Title VII program; Volume 5 is for the Follow Through program; and Volume 6 is for the Title I program.

Volume 7, the present volume, describes in detail the technical aspects of the Study--the data collection methodologies for each phase, the instruments developed for the Study, and the methods of data analysis employed.

Another product developed from the Study is a model handbook that provides information for local project staff and interested parents about the practices that were effective in obtaining parental involvement in these Federal programs.

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CHAPTER 2
STUDY DESIGN FOR THE FEDERAL PROGRAMS SURVEY

As indicated in the previous chapter, the Study addressed six major objectives. Two objectives were examined, in part, during the Federal Programs Survey (FPS). This chapter describes the substudy that was designed around the two objectives.

The first objective was to provide detailed descriptions of parental involvement activities. In the FPS descriptive information was collected on parental participation in advisory groups and in instructional activities, on the coordination of parental involvement, and on the costs associated with parental involvement. The second objective was to identify factors that facilitate or inhibit parental involvement activities. This objective was considered in the FPS with regard to Federal legislation and regulations.

SAMPLE DESIGN

The sample for each program was designed to obtain a self-weighting, random sample of participating schools. Because nationwide lists of participating schools could not be generated in a timely fashion, it was decided to sample participating districts first, then sample schools from lists of participating schools to be obtained from the sample districts.

Many of the characteristics of interest in the Study involved district-level activities (e.g., the district-level advisory group). In order to estimate values representing national averages it was necessary to have many districts participate in the survey. However, it was also desirable to have at least two participating schools in each sampled district so that school-to-school variation within districts could be examined, and so that there would be two

schools to study in each district that was chosen for participation in the Site Study phase. Preliminary work indicated that a sample of about 100 districts per program would provide a sufficient basis for reasonably precise estimates of district-level population values. At the school level it was determined that a sample of about 250 per program would be drawn within the budget constraints. This would provide for two or more schools to be drawn in each of the sampled districts.

The size of the sample for each program was determined by allocating districts such that the hypothetical sampling errors were equal across programs. Thus, the sample sizes reflected the different sizes of the programs. Title I has the largest sample and Follow Through the smallest, but both samples yield the same estimated sampling error.

Samples of districts were drawn independently for each program using a technique known as probability proportional to size. The total district enrollment in grades K-8 was used as the size measure. This ensured that larger districts with more served schools would come into the sample with higher probability than smaller districts. It also made the sampling more efficient because fewer lists of participating schools had to be requested. Lists of the served schools were obtained from the sampled districts and school samples were drawn with each school having a probability of being drawn proportional to the reciprocal of the size measure (enrollment) used to draw its district. With no other constraints, this would have produced the equivalent of a simple random sample of schools in each program. However, in order to minimize the burden on the respondent within a district it was decided to sample no more than four schools per district. Schools were randomly discarded within the sampled districts with more than four sampled schools to bring the number of sampled schools down to four. In order to reach the goal of 2.5 schools per district (on the average), the initial sample size was increased to more than 2.5 schools per district (for each program, as necessary) to allow for losses due to the process of discarding

schools in districts where more than four schools were drawn into the sample. In practice, this meant redrawing the school sample about three times (for each program) in order to achieve a proper balance between the initial over-sample and subsequent deletions.

Another consequence of the goal of approximating a simple random sample of schools was that schools within large school districts were given fewer chances of being selected into the school sample in order to compensate for the fact that these districts had had greater likelihood of selection into the district sample. In each of the four samples there were some districts that had large enrollments in grades K-8 but had very few schools receiving program funds. Even with the increased initial sample size to accommodate discards (explained above), some of these districts had no school drawn into the school sample. It was determined that these districts should be eliminated from the Study on the grounds that they would have been very unlikely to be chosen had the ideal of drawing a simple random sample of schools been implemented.

WEIGHTING

The sampling design described above requires that weights be used in estimating the population values for characteristics of districts and schools. These weights adjust the sampling probabilities so that each unit represents its proper share of the population. An example at the district level will illustrate this concept. Suppose that in a hypothetical sample one district had 100,000 students and was drawn into the sample with probability equal to 1.0 (i.e., it would always be selected into any sample drawn in a like fashion). Suppose that ten other districts in the population each have 10,000 students and one of them is drawn into the sample (its selection probability is 0.1). If the average hours of parent coordination are averaged for these two districts in the sample, the resulting value represents what happens to the typical student (because each of the two sample values represents 100,000 students). Now, if one wishes to know what the typical

district is like, then the two values should be multiplied by weights equal to the reciprocol of their sampling probabilities before the values are averaged. The weight for the large district is 1.0/1.0 = 1.0, because it represents only one district; while the weight for the smaller districts is 1.0/0.1 = 10, because it represents ten districts. The weights cause the smaller district to be treated as if there were nine more just like it in the data base.

REPRESENTATIVENESS AND PRECISION

Great pains were taken to assure that features of importance were accounted for in drawing the sample. Many such samples could have been drawn and each would have produced estimates that deviated from the average value of all such samples. One way of assessing the precision of a sample is to describe the sampling error. Analyses of the data indicate that for data involving proportions or percentages, the standard or sampling error is about .05 or 5 percent at the maximum. Thus, if 50 percent respond that a given activity exists, then the standard error is about 5 percent and an interval of $\pm$1.65 standard errors, called a 90 percent confidence interval, would run from 42 to 58 percent.

NON-SAMPLING ERRORS

The confidence intervals described above presume that the sampling design is valid and that there are no flaws in the data collection. However, even in complete censuses, where the population mean could be calculated directly, there are other sources of error that may invalidate the results. Examples include: inability to obtain information about all cases in the sample, definitional difficulties, differences in the interpretation of questions, inability or unwillingness to provide correct information on the part of respondents, and mistakes in recording or coding the data obtained.

As discussed in more detail in the following chapter, the questionnaires used in the survey were field-tried on a limited number of cases to assure that they were not ambiguous. Data were rigorously screened during data collection and call-backs were made to correct inconsistencies and omissions that were noted by this process. In order to encourage frank reporting, provisions for maintaining confidentiality of the data were designed into the Study and were explained to the respondents. These efforts must be balanced against the fact that the survey results are self-reported data in an area that does not have a well-established framework for inquiry. Thus, there is still the possibility that some of the data are the result of misunderstading the intent of the questions or trying to report what it was thought the Department of Education would like to hear.

Part of the initial screening process involved a review of each of the codings of responses given to open-ended questions. Once the data were keypunched into machine-readable format, checks for consistency and for outlying values were also performed. Raw data forms were consulted to correct keypunch errors and call-backs were made to rectify inconsistencies. The data that are recorded in the FPS data bases represent the responses provided to the questions with great fidelity.

No attempt has been made to impute data to the districts and schools that were sampled but refused to cooperate. There is no way to estimate what the fact of refusal implies for the missing data values. This was a very small fraction of the data and would not, in our judgment, contribute materially to changing the estimates reported here or to improving the precision of estimation.

CHAPTER 3
INSTRUMENTATION FOR THE FEDERAL PROGRAMS SURVEY

MAJOR CONSIDERATIONS IN INSTRUMENT DEVELOPMENT

Instruments for the Federal Programs Survey were developed to reflect three facets of the Study: (1) the conceptual framework outlined in Section 1; (2) the hierarchical organization of school systems; and (3) the differences among and similarities across the four Federal programs under study.

The nature of the FPS (i.e., a mail-and-telephone data collection survey) limited the types of data that could be obtained and, therefore, the types of variables that could be investigated. Of the major elements which compose the conceptual framework of the Study, no information was obtained in the FPS for the preconditions which must exist for parental involvement to occur, and outcomes which occur as a result of parental involvement. Although there were five parental involvement functions defined in the conceptual framework, the emphasis in the FPS focused on parental participation in project advisory groups and in instructional activities.

The hierarchical organization of the school system resulted in the development of a separate district- and school-level questionnaire. Federal programs are organized and administered at the district level, while many of the activities are implemented at the school level. Therefore, the questionnaires were designed to be completed by district-level personnel, with some assistance from local schools.

The final consideration, the differences among and similarities across the four Federal programs under study, resulted in the development of separate questionnaires for each of the four programs. A district-level and school-level questionnaire was created for each program. Questionnaires for all four programs addressed the same broad content areas. Differences among

the programs were reflected in differences in the specific questions within the various content areas. For example, the ESAA program was interested in more detailed information about the racial and ethnic composition of the advisory committees than were the other programs. ESAA also requested information about Nonprofit Organizations, which are a unique part of that program. The ESEA Title VII Bilingual program was interested in the language(s) spoken at advisory committee meetings. The ESEA Title I program is the only one to mandate school-level advisory committees; consequently the section on the Title I school-level questionnaire concerning advisory committees is longer than the corresponding sections of the other school-level questionnaires. The district-level questionnaire was adapted to become a project-level questionnaire for the Follow Through program. Furthermore, response categories were added or modified in several items of both the project-level and school-level Follow Through questionnaires to reflect the broad scope of the program goals, notably the parent education component.

USE OF ADVISORY PANELS

Extensive use was made of our Policy Advisory Group (PAG) in the development of the FPS questionnaires. The PAG consisted of parents, teachers, and administrators who were actively involved in operational projects that had parental participation components, and representatives from the Federal program offices. Input was received from individual members of the group and from the entire group in a group meeting. Instruments were critically reviewed by the group prior to the next step in instrument development, the clinical pretest.

THE CLINICAL PRETEST OF FPS INSTRUMENTATION

Pretests were conducted on each of the eight instruments. In compliance with Federal regulations, no questionnaire was administered to more than nine

respondents. Respondents were not asked to provide the information on the questionnaires, but rather were asked to comment on the items with regard to clarity, availability of the data, appropriateness of the respondent in providing the data, and estimated respondent burden to complete each questionnaire. These comments and suggestions contributed in a substantial way to revision of the questionnaires.

A second clinical pretest was conducted on the revised questionnaires and the feedback from the respondents was again used to revise the questionnaires. In the second field test, however, the questionnaires were mailed to the respondents and after an appropriate interval of time, as indicated in the instructions accompanying the questionnaires, SDC staff telephoned the respondents to clarify any areas of confusion and to obtain the information requested by the questionnaires. This procedure was used to test the entire system as it was designed to be used in the actual survey, and, therefore, provided valuable information on the efficiency of our data-collection system as well as information required to revise the instrumentation.

CORRESPONDENCE BETWEEN THE CONCEPTUAL FRAMEWORK FOR THE STUDY AND CONTENT OF THE QUESTIONNAIRES

Each questionnaire addresses the parental involvement activities that are either mandated by the Federal program or that may occur because the district or school chooses to implement it. Table 3-1 below, shows the correspondence between the areas of study in the conceptual framework and the content of the questionnaires. As indicated earlier, questionnaires for all four programs addressed the same broad content areas. Differences among the programs were reflected in differences in the specific questions within these content areas.

Table 3-1. Correspondence Between the Conceptual Framework and the Content of Questionnaires Used in the Federal Programs Survey

Conceptual Framework for the Study	Content Areas in the Federal Programs Survey	
	District-Level Questionnaire	School-Level Questionnaire
Context of Implementation	District Descriptive/ Demographic Info. District-Level Sources of Funding	School Descriptive/ Demographic Info. School-Level Sources of Funding
Governance Function	District Advisory Committee Composition/Operation	School Advisory Committee Composition/Operation
Education Function	Not Addressed at the District-Level	School Use of Paid Paraprofessionals School Use of Volunteers Parents as Teachers of Their Own Children
School-Community Relations	Supervision and Coordination of Parental Involvement	Coordination and Promotion of Parental Involvement
School Support Function	Represented in certain response categories in other sections	Represented in certain response categories in other sections
Parent Education Function	Represented in certain response categories in other sections	Represented in certain response categories in other sections

CHAPTER 4
DATA COLLECTION, PROCESSING AND ANALYSIS FOR THE FEDERAL PROGRAMS SURVEY

The Federal Programs Survey was conducted in five phases: securing district and school participation, data collection, follow-up, data processing, and data analysis.

SDC obtained permission from the Chief State School Officers to contact the districts in the Study in order to obtain lists of schools served by the programs under study. Lists were obtained of those schools in each district that were participating in the program(s) for which that district had been chosen. These lists were used to select schools for study in the FPS. These contacts with each district (usually by phone) also established the name of a liaison person for SDC to deal with during the remainder of the survey data collection. Typically, this person was the local coordinator or director of the Federal program(s) under study.

FPS data were collected during April and May of 1979. Copies of the appropriate forms were sent to the liaison person in each district, who was requested to fill out the district-level questionnaire and to assign the school-level questionnaires to the program staff member(s) best acquainted with project operations at the selected schools. A trained SDC representative called, at a time convenient for the respondent, to record responses to the questionnaires. Training for the SDC staff who made these calls covered the protocol of dealing with the district liaison person and a thorough review of the questions asked, emphasizing the internal checks that needed to be performed to assure that the data were valid.

Once the data were recorded, each questionnaire was thoroughly reviewed by an SDC staff member in order to identify any inconsistencies or omissions. Follow-up calls were made to remedy these deficiencies.

The mail-and-telephone method provided respondents with time to gather the information needed to complete the questionnaire before the telephone interviews. It also allowed SDC staff members to assist respondents with questions they found ambiguous or unclear. Because of the review and call-back process, instances of missing data or logically inconsistent information were rare. Response rates of 96 percent were obtained at both the district level (286 out of 299 sampled districts) and the school level (869 out of 908 sampled schools). For all of these reasons, we are confident that the quality of data collected in the FPS was extremely high.

Data analysis plans had been developed at the outset of the Study in conjunction with the design of the Study, the identification of objectives to be addressed by the Study, the identification of the data that would be required to address these objectives, and the identification of the respondents that would be most appropriate to provide the data. As with all plans, however, adjustments had to be made in our analysis plans to accommodate problems in earlier periods of the survey.

The remainder of this chapter discusses each of the four periods of the survey and offers recommendations that should be helpful in future studies of the kind.

SECURING DISTRICT AND SCHOOL PARTICIPATION

Many problems in securing district and school participation were precluded by following appropriate protocol, that is, by obtaining clearance at one level before attempting to make contact at a lower level. Contact for the FPS began

with the office of the Chief State School Officer (CSSO) in each state. A letter explained the nature of the Study and indicated that we would be telephoning the office within two weeks to answer any questions and to find out the protocol that should be followed in contacting other state offices and local education agencies (LEAs). Most states required that the state program officer for each of the four studies, and the state representative to the national CSSO organization, be contacted before contacting the LEAs. One state allowed us to contact the LEAs but required another round of clearance through state offices after the LEAs had agreed to participate. Lengthy delays by a very few state offices then resulted in the loss of several schools that had already agreed to participate.

As LEAs were contacted, we again asked for guidance in contacting appropriate individuals in the district, schools, and community. Usually, this resulted in a smooth trouble-free interaction but in several instances we would think that clearance had been obtained through appropriate channels only to find that some office or individual felt that they should have been included.

DATA COLLECTION

A general issue concerns the shortcomings that are inherent in the nature of questionnaires. Unless the questionnaire contains lengthy definitions and explanations, respondents will have different interpretations of such terms as "parent," for example. The number of "parents" reported as participating in various activities will then be dependent upon the interpretation of the term and the data will not be consistent across the sites. As ambiguous terms were identified during data collection, the SDC staff who were making the calls would alert other callers to clarify these terms while obtaining the data.

Another general issue concerned the quality of data that were collected. To minimize respondent burden, the questionnaire was kept as short as possible. Later it became obvious that the value of the data was greatly reduced

because of the need for additional supplementary data. For example, we had a checklist to indicate whether the parent coordinator developed special materials, mailed the material home, conducted group or individual training workshops, etc. Although this was valuable information, its value would be greatly increased if data had also been collected that indicated how much, how often, how many, and for how long.

FOLLOW-UP

As data were obtained, the questionnaires were cycled to other staff members who closely scrutinized the data to identify potential problems. For example, inconsistencies between what was said on separate items were called to the attention of the staff member who had obtained the data over the telephone. A follow-up call was made to clarify the discrepancy or, in instances where the respondent could not resolve the inconsistency, information was recorded on the questionnaire to "explain" the inconsistency so this could be taken into consideration in data interpretation. One area where the numbers often did not add up concerned the number of people who were "parents" or "non-parents" on the advisory committee. This was largely due to a lack of clarity of the definition of the term "parent." Problem items were also called to the attention of all staff members making telephone calls so they could run a quick check while initially obtaining the data and, therefore, reduce the number of follow-up calls.

Follow-up calls resolved almost all problems. There were situations, however, where it was felt that clarification of ambiguities would require considerable effort and the effort did not seem justified. The item was dropped or data on the item was reported with appropriate cautions to the reader that we are not completely confident of the data, and why. Many of these problems occurred with checklists where we asked if something did or did not occur and received reports of so many more instances than would be expected (or much fewer than

would be expected) that we felt that it must be a result of the item being unclear. For example, an item treating the incidence of parents teaching their own children in the home was not clearly stated.

DATA PROCESSING

One data processing problem occurred as a result of the format of the questionnaire. Numerous keypunching errors occurred as a result of instructions for some items requiring that the data to be punched be obtained by reading across rows and, for others, down columns. This confused the keypunch operators so errors were made and time, and therefore money, were consumed in identifying and correcting the errors.

DATA ANALYSIS

Many of our analysis problems resulted from missing data. Not missing data in the sense that insufficient respondents completed particular items but, rather, data that we had planned to obtain from data bases compiled by the Office of Civil Rights (OCR) and the National Center for Educational Statistics (NCES). To keep burden low, we agreed to use data from these sources rather than obtain them from LEAs. The data from OCR and NCES were not available in time to include them in our analyses and still meet our reporting deadlines. Many useful analyses (e.g., relating ethnic data to parental involvement) were dropped from our analysis plan as a result. This problem also adversely affected the efficiency with which we allocated our staff resources since we had to adjust our task assignments while waiting for data that we never received. Since the LEAs had already generated the data to report to OCR and NCES, respondent burden would have been minimal in providing us with a copy of these reports.

Another revision that was made in our analysis plan concerned the development of an overall indicator of parent participation. We had planned to combine various kinds of activities (e.g., the number of parents participating as paid aides, the number participating in governance activities), but upon examination of the data we concluded that no weighting formulas could be developed to generate a meaningful overall index.

CHAPTER 5
STUDY DESIGN AND INSTRUMENT DEVELOPMENT FOR THE SITE STUDY

The Site Study was conceptualized as an in-depth investigation of parental involvement that would provide information extending far beyond the descriptions of formal program components derived from the Federal Programs Survey. More specifically, four types of information were to be obtained:

1. Detailed descriptions of parental involvement functions, including governance and instruction functions in all cases, and other functions wherever they occur.

2. Informal aspects of parental involvement; that is, ways in which parents participate in addition to formal project components.

3. Factors which enhance or deter the participation of parents in Federal education programs, or influence the extent of their impact on program operations or outcomes.

4. Consequences of parental participation, both for the participants themselves and for the programs and institutions within which they operate.

To satisfy the above purposes, intensive on-site data collection efforts, employing a variety of data sources and a substantial period of time, were demanded. To meet these demands, experienced researchers who lived in the immediate vicinity of each sampled site were employed and trained by SDC.

They remained on-site for a period of 16 weeks, on a half-time basis, collecting information from the LEA and two participating schools. Three data collection techniques were used by the field researchers: interviews, observations, and document analyses. Their data collection efforts were guided by a set of "analysis packets" which contained detailed descriptions of the research questions to be explored and the appropriate techniques to employ. Information gathered on site was submitted to SDC on a regular basis, in the form of taped protocols and written forms on which specific data were recorded. Each field researcher worked with a senior SDC staff member who served as a site coordinator, providing guidance and direction as necessary. Toward the end of the data collection period, all field researchers were asked to prepare a series of summary protocols. These called for field researchers to analyze their data, with the assistance of the site coordinators, to answer major research questions. Summary protocols became critical elements in the multi-step analysis procedures carried out by staff at SDC.

This chapter discusses the sample that was drawn to satisfy the study design discussed above and the development of the instrumentation that was required to meet the special goals of the Site Study. Elaborations on data collection and analysis appear in the next chapter. (Examples of materials from the Site Study appear in Appendix B.)

SAMPLE DESIGN

As was the case for the FPS, samples for the Site Study were drawn independently for the four Federal programs. Within each program, the goal was to select districts and schools that exhibited greater and lesser degrees of parental involvement--defined as involvement in governance and instruction functions--as determined by the FPS. In addition to degree of parental involvement, the sample took into account the urbanicity of districts and the number of programs from which the district was receiving funds.

Each sample was drawn using a two-step process. First, districts were selected for participation. Then, two elementary schools within each district were selected. (Four districts were exceptions to this procedure since, for each, there was only one elementary school participating in the project. For these districts, then, the site consisted of the district or project office and a single participating elementary school.)

The Site Study was designed to investigate approximately 50 districts and 100 schools. To account for project attrition, a 25 percent oversample was developed. Based on information collected during the Federal Programs Survey, districts were classified into cells defined by: the number of Federal programs in which the district participated; whether the district was urban or rural; whether the project advisory group was or was not reported to be involved in project decisions; and the reported level of parental participation in instruction.

Using this sampling frame, 16 sites were then chosen for each program, as follows: in each cell with high rates of parent participation in governance and instruction two sites were chosen; in each cell with low rates one site was chosen; and four sites were chosen from other combinations of the governance and instruction variables.

The initial sample was composed of 64 projects. Attrition caused the loss of seven projects, so that the final sample was made up of 57 sites, which included 105 schools. Attrition occurred for the following reasons: one district refused to participate; at two places qualified field researchers could not be located; two field researchers failed to satisfactorily complete training; and at two locations it was not possible to complete the data collection. This attrition did not seriously affect the desired balance favoring locations that had reported, on the FPS, higher levels of parental involvement.

INSTRUMENTATION

In designing the Site Study instrumentation, one of our major goals was that the information to be gathered provide accurate, detailed descriptions of the full range of program-related activities at each site--no matter how unusual those activities might be. While providing for the investigation of site-specific program characteristics, we wanted to ensure that a core of data about common program activities be gathered in a comparable way across sites. Further, we wanted to make sure that the Site Study would explore, in depth, relationships among parental involvement activities, various contextual factors, and valued outcomes. In addition to these substantive considerations, we attempted to minimize to the extent possible the burden that this intensive data collection effort would place on respondents at each site.

We realized that to achieve these goals, we did not want field researchers to go out into district offices and schools armed with a set of formal interview questionnaires and observation protocols. Such a tightly-structured approach requires that the researcher make numerous *a priori* assumptions about what parental involvement activities are going on in the field and which of these activities are most important. Further, the researcher must presume to be able to word questions in a manner that will take into account regional, educational, and socioeconomic differences. Given our goals and our unwillingness to make such assumptions, we developed a unique approach to instrumentation. Basically, the approach entailed the use of four sets of "analysis packets," one tailored to each of the four target programs, to guide field researchers in their data collection efforts.

Each packet addressed a particular research area of concern in the Study (for example, the governance function). Research areas were divided into several dimensions, and the packet was organized by these dimensions. For example, dimensions within the governance analysis packet included District-Level Advisory Committees, other advisory groups/organizations, and individuals.

Several dimensions were then further subdivided into sections, which focused on important topics for investigation within dimensions. Thus, within the District-Level Advisory Committee dimension, sections addressed such topics as parent member characteristics, meeting logistics, and involvement in decision making.

Each subdivision was introduced by an essay that explained the importance of the subject under investigation to the overall Study and described the kinds of information to be collected. We wanted the field researchers' data collection efforts to be based on an understanding of the relationship among various pieces of information and on a sense of how the information would add to the overall picture of parental involvement.

Three functional approaches to investigating topics presented within analysis packet sections were developed. They were termed constant, orienting, and exploratory and are briefly described below.

Constant - In those limited instances where it was possible to do so, we designed questions that were to be asked in a precise, standardized form, using the specific language in which they were written.

Orienting - For these sections, we felt that it was not possible to specify in advance the actual questions to be asked, since the nature of the questions would depend upon the particular characteristics of each site. Field researchers were provided, within the essay lead-in, with an orientation toward the subject for investigation and guidance for initiating a line of inquiry.

Exploratory - There were some aspects of parental involvement, such as home tutoring and parent education programs, about which so little was known that we were unable to determine in advance the degree to which they merited study. To avoid prescribing any unnecessary data collection, we chose to first examine these potential avenues of parental participation at a very general level, using questions which were purely "exploratory" in nature.

Separate analysis packets were developed for each of the four programs in an effort to collect data that would highlight areas that were unique or emphasized in each program as well as data that reflected commonalities among the programs. Within each analysis packet, we specified interview respondents, observation situations, and documents on the basis of the nature of information sought. The set of analysis packets for each program was assembled in a notebook for that program. The notebooks also contained general information, an overview of the Study, an overview of the four programs and general reference information concerned with data collection methodology.

Excerpts from each of the analysis packets for each of the programs are presented in Appendix B. An examination of these data collection instruments and those that were developed for the Federal Programs Survey demonstrate the vast differences in format, content, and procedures associated with the two sets of instruments. The activities involved in the development of the Site Study instruments, however, were essentially the same as those discussed for the Federal Programs Survey in Chapter 3. Again, the major considerations in determining appropriate content and data sources for instrumentation were (1) the conceptual framework of the Study, (2) the hierarchical organization of the school system, and (3) the differences among and similarities across the four programs under study.

As we did in the development of the FPS instrumentation, previous studies and instrumentation were carefully reviewed, the expertise of our advisory panel members and consultants were utilized, and the instrument prototypes were revised on the basis of a clinical pretest. On the whole, we feel that the resulting procedures and material were quite good. However, since this approach was so new, we realized that a great deal of flexibility had to be built into the system and that revisions in the system would have to be made as the data were being collected. These revisions will be treated in the following chapter as we discuss data collection, processing, and analysis.

CHAPTER 6
DATA COLLECTION, PROCESSING AND ANALYSIS FOR THE SITE STUDY

The primary data collection method employed during the Site Study was interviews with key individuals in the district, school, and community. Field researchers interviewed Federal program directors, coordinators of parental involvement, district and school administrators, teachers, parent advisory group officers and members, parents participating in project-supported activities, parents not participating in such activities, community members, and participants in parental activities not associated with a Federal project such as the PTA.

Observation techniques represented the second data collection strategy. The major purpose of the observations was to gather first-hand information on the parental involvement activities as they took place at each site. Because of the 16-week data collection schedule, field researchers were able to observe advisory group meetings, parents involved within and outside of classrooms, training sessions for parents, social interactions among staff and parents, and both formal and informal interchanges involving educators and parents.

Field researchers also analyzed available documentation associated with parental involvement. At many sites, such documentation included advisory council bylaws, minutes of meetings, district policies and procedures, job announcements, newsletters or bulletins, handbooks, and flyers announcing activities for parents.

As the field researchers reported the data to SDC, the data were processed and additional data requirements were identified. SDC staff would then contact the field researchers to request clarification or additional data. Processing and analyzing the data while the researchers were still visiting the schools greatly increased the obtaining of complete and valid data.

This chapter discusses the recruitment, hiring and training of field researchers, the data collection and processing procedures they used, and the procedures for data processing and analysis followed by the SDC staff. (Examples of relevant materials appear in Appendix B.)

HIRING AND TRAINING OF FIELD RESEARCHERS

An intensive recruitment and hiring effort was conducted to ensure that qualified field researchers would be located at each site. A description of the field researcher's duties and qualifications was prepared and sent to appropriate individuals at organizations such as research firms, colleges, universities, community groups and school districts located near the sample sites. Approximately 700 job descriptions were sent and we received approximately 200 resumes from prospective candidates.

SDC staff members then visited sites, conducting personal interviews with all candidates whose resumes passed an initial screening process. For those sites at which an insufficient number of viable candidates was located prior to the staff member's visit, an attempt was made to locate and interview additional candidates during the course of the trip. In a few instances, interviews with additional candidates were conducted from SDC via telephone. And, for two sites in remote locations for which personal visits were not feasible, the entire selection process was conducted via written and telephonic communications.

Qualifications for field researcher positions included a background in the social sciences, research experience, experience working with school districts, and, in some instances, fluency in a second language. In addition, for several sites, school district personnel required that field researchers be of particular racial or ethnic backgrounds. Despite our intensive recruitment effort, this combination of criteria resulted in our being unable to find satisfactory candidates in two sites. These sites were dropped from the sample.

While most individuals selected as field researchers had prior training and experience related to the needs of this Study, SDC carried out a rigorous two-stage training program for selectees. The first stage of training was conducted over a nine-day period immediately prior to data collection, while follow-on training took place midway through the data collection period. In both cases, there was an East Coast and a West Coast session, each attended by approximately half of the field researchers.

The initial, nine-day training session was conducted by four SDC senior staff members. They were augmented for one or two days by representatives of the four Federal education programs, who presented information on the critical dimensions of the programs to subgroups of trainees organized by program. The curriculum for the training program included the following:

- Overview of the study: objectives, design, schedule
- Data collection methodologies
- Interviewing techniques
- Observation techniques
- Document analysis techniques
- Procedures for recording and submitting information
- Interactions between field researchers and SDC staff members

A variety of instructional methods were employed, such as demonstrations, role playing, and direct experience. To acquaint the field researchers with typical situations and respondents, SDC arranged for them to visit nearby LEAs

and schools, and to interview parents and staff members. Two trainees failed to master the skills required for the effort, and they were eliminated from further involvement. Their sites were dropped from the Study.

The second stage of training involved the reassembling of field researchers at the East Coast and West Coast training locations for two days at the midpoint of the data collection period. Senior staff members provided any additional training demanded by field researchers' experiences in the field. However, the primary purpose of this session was to provide a forum in which field researchers themselves could exchange ideas and help one another develop solutions to particularly vexing mutual problems. New material included procedures for coding of qualitative data and preparation of Summary Protocols. Problem areas included the definition of "parents," organizing for data collection, meeting resistance in low activity sites, and procedures for resolving contradictions in data. Senior SDC personnel visited sides midway through data collection, and used the opportunity to work one-to-one with field researchers on specific issues.

In addition to the two formal training sessions, a considerable amount of training was conducted over the telephone or through written correspondence throughout the entire data collection period. As issues were identified that required clarification, memoranda were sent to all field researchers. Shortly after the initial training session, Research Memorandum No. 1 covered the steps to follow in inaugurating site work and reporting to SDC. Research Memorandum No. 2 provided additional guidelines in the use of the recently cleared constant items analysis packet. A third memo provided additional guidelines for identifying who is and is not a "parent," discussed plans for the second training session, and described procedures for amending protocols. The final memo dealt with wrap-up issues.

DATA REPORTING

Given the ambitious purposes of the Site Study and the consequent breadth of the analysis packets, field researchers collected a wealth of information about project-related parental involvement activities. The recording and transmission of this information back to SDC were crucial to the success of the Study. Consequently, we developed a multi-faceted data recording system, intended to treat each of the several types of data in as accurate, complete, and efficient a manner as possible.

For constant sections, field researchers used forms on which to record answers to interview questions and information from observation periods. They transcribed any notes made in the field onto these forms as soon as possible after returning from a period of interviewing or observing. Information garnered from analysis of documents was used to complement constant interview data. Field researchers recorded such information on the same form as interview information and identified it as to its sources. As each constant section was completed, field researchers sent a copy to their supervisors at SDC while retaining the originals in their site notebooks.

The process for orienting sections (which constituted the bulk of the analysis packets) was considerably different. Whether generated through interview or observation, orienting information was recorded on an audio tape. Field researchers were trained to recapture, in as much detail as possible, everything that transpired during the interview or observation period. For interview situations, this meant that the field researcher detailed the sequence of questions and replies. For observation situations, it meant that given a defined focus, the field researchers recaptured events in the sequence they unfolded. These tapes were called "sequential protocols." When an interview or observation could not be recorded in a sequential manner, field researchers recalled the key points of what had transpired and prepared a tape called "recollective protocol." The recording and reporting of data for exploratory sections paralleled those for orienting sections.

Document analyses, conducted as part of an orienting or exploratory section, did not require any taping on the part of a field researcher. Instead, the field researcher sent a copy either of the notes taken or the document itself (with appropriate highlighting and marginal comments) back to SDC.

QUALITY CONTROL

The study staff developed a program of extensive supervision and communication with field researchers over the 16-week data collection period that was designed to ensure that data appropriate to policy issues and research questions were being collected, and that field researchers' morale was maintained at a high level. There were three components to this quality control program: visits to sites, telephone and written communications between field researchers and senior staff members, and conference calls among field researchers.

Senior project staff members conducted at least two visits to each of their assigned seven or eight sites. The advance visit, designed to quality control and support the field researchers' initial activities, was followed by a second visit during the data collection. Purposes for the second visit included reviewing information the field researcher had obtained on the district and the two schools, developing refinements to the data collection methods, identifying areas that merited further investigation, and rendering assistance needed by a field researcher. In addition, for any sites at which unusual and compelling problems arose during the course of the data collection effort, a senior staff member was able to make additional visits to help the field researcher work toward their resolution.

On at least a weekly basis--and usually more frequently--the field researcher and supervisor were in telephone contact to verify that tasks were being completed satisfactorily and that any materials needed were being provided. For any cases in which a field researcher required a careful elaboration of an

analysis packet, the senior staff member developed such an elaboration and sent it to the field researcher by Special Delivery mail. All field researchers and their SDC supervisors kept logs of written and phone communications so that materials used and decisions made at each site were documented.

Each field researcher sent constant answer sheets and taped protocols to the site coordinator, who was expected to expedite transcription, mail back copies of materials to the field researcher, and review carefully the substance of the data. As a result, the site coordinator could verify that tasks were being completed satisfactorily. More importantly, site coordinators assisted field researchers with the resolution of problems occurring on site and participated in crucial decision making regarding appropriate areas for future investigation. Ultimately, the site coordinators became the central figures in actual analyses of the data.

ANALYSIS PROCEDURES

Given the large amount of information available from each of the sites, it became especially important to establish a carefully conceived, systematic analysis plan that would achieve our primary goal of being able to identify patterns of parental involvement across sites. Throughout the Site Study, achieving cross-site comparability was foremost in our minds. This was reflected in the relatively high degree of structure we injected into our instrumention (see Chapter 5). And it was further reflected in the design of an analysis plan that called for a high degree of abstraction from the raw data.

Analyses were done at two levels. The field researchers themselves conducted the first level of analysis, with guidance from the site coordinators. They collated the data from their interviews, observations and document analyses related to specific issues defined in the analysis packets, and prepared a

summary protocol for each issue. These summary protocols formed a comprehensive picture of the nature, causes, and consequences of parental involvement at each site.

The second level of analysis was done by the site coordinator at SDC, to discover patterns in the data across sites in each program. This was accomplished in two steps: first, site coordinators summarized the major findings from each site into syntheses that followed a common outline; second, these syntheses were further distilled into analysis tables, which arranged the findings from all sites into large matrices that could be examined to discover cross-site patterns. The data collection methodologies we employed provided us with a great wealth of data to draw upon in preparing our reports, while the analysis strategies we adopted enabled us to discern patterns in this data and to discover major findings related to parental involvement.

The basic sequence for the analysis of Site Study data was as follows:

1. A field researcher prepared summary protocols that responded to major research questions for that particular site.

2. A detailed outline was prepared of the final report, which indicated all topics that were to be included and how each topic was to be approached.

3. A roadmap was established that guided the site coordinator through the detailed outline. This roadmap identified the logical sources of information for each topic included in the detailed outline.

4. The site coordinator prepared a site synthesis, summarizing all the information for a given site. The site synthesis was structured around the detailed outline, and the data contained in the synthesis was located by reference to the roadmap.

5. Site synthesis information was displayed graphically in analysis tables. The structure of the tables was determined by committees of site coordinators, who based the tables on the major needs of the final report, as described in the detailed outline. Research topics appeared on one axis, sites within a particular Federal program appeared on the second axis, and entries contained summaries of data.

6. Major and subsidiary findings were determined from systematic examination of analysis tables. Major findings reflected patterns across a number of sites, while subsidiary findings applied to a subset of sites with definable characteristics.

7. After program-specific analyses were completed, data were examined again to identify common patterns across all four programs. These patterns were treated as findings applicable to parental involvement without regard to any particular Federal education program.

In summary, each research question was addressed three times: at the site level, at the program level, and at the level of parental involvement in general.

CHAPTER 7
STRENGTHS AND SHORTCOMINGS OF THE SITE STUDY METHODOLOGY

The Study of Parental Involvement used two very different approaches to the research. In the first substudy, the Federal Programs Survey, a large-scale survey was carried out. In the second, the Site Study, a multi-site qualitative investigation was implemented. There have been many critical treatments of survey research methodology, but the newness of multi-site qualitative research has precluded extensive reviews of the approach to this time.

In this chapter we outline four major issues inherent in multi-site qualitative research. We summarize our experience with each issue, and consider the lessons we learned for our own and others' future work.

ISSUE #1. IS THERE A BEST WAY TO COLLECT MULTI-SITE QUALITATIVE DATA?

Our conclusions: We do not claim that there is any one "best way" to collect qualitative data from multiple sites. Probably, the optimum approach to collecting data depends on the goals and focus of a study. We do believe, though, that for exploratory research like ours into a subject as slippery as parental involvement, extended on-site data collection offers distinct advantages. The major advantages are:

1. It permits greater flexibility in the data collection, making it possible to interview key informants several times, and actually to observe key events. For example, we were interested in the role of advisory groups in project decision making. Extended contact allowed data collectors not only to ask people about that role, but also to observe the groups in operation.

This chapter is adapted from a presentation by Allen G. Smith at the annual meeting of the American Educational Research Association, Los Angeles, California, April, 1981.

2. An extended period of time also provides the opportunity to modify data collection based on insights developed in the field and to implement modifications across sites. For example, we discovered that parent education was a more prevalent phenomenon than we anticipated. As a result, we developed a strategy for collecting more data about parent education than we had planned and carried through with it at the appropriate sites.

3. Extended data collections on site made it possible to establish better rapport between the data collector and those people being studied. This was especially important in our Study, because most parents are not accustomed to outside researchers descending upon them with penetrating questions about their relationship with the schools. Our data collectors were able to get to know parents and staff, to make them feel comfortable answering questions, and ultimately to probe deeper into the inner workings of local projects than would have been possible otherwise.

4. Extended on-site data collections enable researchers to "triangulate" more fully. Triangulation is the process of gaining multiple confirmations of important information through multiple methodologies (e.g., observation, interviews, and document analysis) or by multiple applications of the same methodology (e.g., interviewing several people on the same topic). Though important for ensuring the quality of the data collected on site, triangulation is time consuming. We were able to triangulate the data concerning many of the Study's more important topics; however, even with a 16-week data collection, it was impossible to achieve complete triangulation.

Given that extended on-site data collection is desirable for a study like ours, there are really only two ways to achieve it: import outside researchers to stay on-site for the time required; or, hire and train local field researchers. We chose the latter for three reasons:

1. Local field researchers would have better knowledge of, and access to, the community and schools being studied. We thought they could more easily establish the needed rapport with parents and project staff.

2. It was cheaper to hire local people. The savings in travel and per diem costs were considerable. Further, because they resided in the communities they studied, local field researchers could be hired to work half time, enabling the data collection to span a longer period than would otherwise have been possible.

3. Local field researchers would stay on site after the data collection was over, so we could return to them during the analysis of cross-site data to check information or even to fill gaps in the data.

There are problems associated with use of local field researchers. The most serious of these is that you cannot always find local field researchers who possess the blend of background and skills that we were searching for. Especially in small rural projects, we were sometimes left with but one candidate for the field researcher position. Such candidates were admittedly familiar with the community, but totally inexperienced in the ways of research. Our data collectors ranged from Ph.D. social scientists to housewives. We sought to compensate for the unevenness of skills in our data collectors with intensive training, a fairly structured data collection plan, and frequent and ongoing contact between each field researcher and a senior SDC staff member assigned to act as site coordinator--a combination confidante and supervisor--during the data collection.

We are convinced that our basic strategy was sound. Breakdowns were generally attributable to failures in our coordination strategy brought on by overworked site coordinators and field researchers. While generally comfortable with using local data collectors, we would, in the future, be willing to import outside data collectors to work at any site for which no local candidate could be found who was qualified.

ISSUE #2. HOW DOES ONE DESIGN LARGE SCALE MULTI-SITE QUALITATIVE STUDIES TO STRIKE A BALANCE BETWEEN THE COMPETING DEMANDS FOR STRUCTURE AND FLEXIBILITY?

The field of multi-site qualitative policy research is new and without much history. We were constantly feeling our way in territory that was unfamiliar. No single issue dogged us as much as the pervasive tension we felt between the need for cross-site comparability in the data collected on the one hand, and a desire to pursue issues and topics as they emerged at each site. Although we never fully reconciled these competing demands, we did arrive at a point of view. Our conclusions are that, although derived in large measure from the ethnographic tradition, multi-site qualitative policy research cannot afford to be radically inductive. There is never enough time to investigate everything that could profitably be studied. One must therefore keep the objectives of the research in sight at all times.

To provide structure, we began with a list of primary and subsidiary research questions, along with a list of the major policy issues obtained from congressional and agency staff. We then prepared the detailed set of "analysis packets" to guide the field researchers. Our analysis packets were as specific and structured as we could make them, based on what we knew at the outset of the Study. They provided a comparable set of information needs--a common foundation from which all field researchers could work. More specifically, the structured elements of analysis packets included: (a) the identification of major topical areas that field researchers at all sites were to address; (b) a narrative introduction to each topical area, explaining why

it was important to the Study and how it might be related to other topics; (c) a listing of required sources for some of the information sought; and (d) in some cases, the delineation of interview questions and probes that a field researcher might use to pursue a topic.

On the other hand, we recognized the need to build elements of flexibility into the analysis packets. These included: (a) in many topical areas, decisions about what respondents to interview; (b) in most topical areas, decisions about how to frame specific questions; and (c) decisions about the relative emphasis to place on certain issues at sites and the best means to pursue data about these issues.

Finally, we also believe that it is important to introduce an overriding flexibility into data collection. We did so by encouraging field researchers to be alert to emergent, site-specific issues. In those cases where emergent issues were determined to be significant within the context of the Study, we accommodated further investigation by altering the relative emphases placed on other topics.

These elements of flexibility meant that we had to have a coordination mechanism for making potential modifications to the data collection. We accomplished this by using the site coordinators. Site coordinators became something of an alter ego for their field researchers, following the course of the data collection through regular telephone contacts, occasionally visiting sites, and studying the transcribed protocols of each interview and observation completed by the field researcher.

Each site coordinator was assigned from four to nine field researchers. Site coordinators were, in turn, organized into committees that contained all site coordinators working within a particular program. Through this mechanism issues that emerged at one site were considered in the context of all sites. Decisions were then made about whether to modify the data collection plans at all sites to address similar issues.

We would not of course claim that ours was the only solution to the structure vs. flexibility issue. Probably the issue is more apparent when a multi-site qualitative study decides to use a large number of field researchers as we did. These large numbers of researchers, with varying degrees of skill and experience, needed more initial structure than would have been necessary if other data collection approaches had been used. Because there were so many field researchers, more formalized mechanisms for flexibility were also needed. We could not rely on the normal office give and take to provide the coordination we needed.

Our approach did not work flawlessly. We seriously overestimated what we and our field researchers could do in the time available. Field researchers had their hands full simply addressing the issues identified in the analysis packets; there was little time to explore new issues. Further, site coordinators tended to be so overwhelmed by other duties (such as planning the data analysis) that they had difficulty keeping up with the day-to-day activities of their field researchers. The result of these pressures on the field researchers and the site coordinators was that the analysis packets wound up driving the research much more than we had originally intended.

ISSUE #3. HOW DOES ONE ANALYZE QUALITATIVE DATA FROM MULTIPLE SITES?

We maintain that the utility of multi-site qualitative research lies not so much in the individual case studies that could be produced, but in the discovery and reporting of cross-site patterns and trends that are of interest to policy makers. As is the case generally in this type of work, there is little traditional wisdom to employ when planning analysis strategies. We had to feel our way through our data. One can quickly become buried under the data from 16 weeks of interviews, observations, and document analyses at 57 sites in an exploratory study. We have come to three basic conclusions about analysis of multi-site qualitative data:

1. Analysis and data collections must proceed concurrently, not sequentially. The data collection should be planned with a clear notion of how the resulting data will be processed and analyzed. Analysis should begin as soon as the data collection, with the two modifying each other.

2. Efficiency is always a consideration in contract policy research, where deadlines for deliverables are at best crushing and at worst impossible. For analysis to proceed efficiently, ways must be found to reduce the data and to array them to facilitate discovery of cross-site patterns.

3. At least in exploratory research such as ours, there is no simple quantitative definition of what constitutes an important cross-site pattern in the data. Findings from two or three sites can frequently be more significant than findings from the majority or all sites studied. This is because qualitative research allows one to specify the conditions under which events occur on site. Consequently, a pattern of findings from a small number of sites sharing similar conditions can often be of great significance to policy makers.

Our program committees of site coordinators provided the mechanism for early analysis of our data by meeting frequently to discuss and assess patterns and relationships beginning to emerge in the data across sites. Although events kept us from doing this to the extent we would have liked, we are convinced of its value. Early analysis of incoming data across sites allowed us to make changes in the original analysis packets--to identify unanticipated issues, to consolidate issues, and to abandon lines of inquiry that were proving fruitless.

First level of reduction and analysis was done by the field researcher, guided by the site coordinator. Results from multiple interviews and observations (each of which had been reported in taped sequential protocols that were transcribed at SDC and returned to the field researcher) were summarized by the field researcher in a series of summary protocols. Each summary protocol addressed a different topic from the analysis packets, such as "PAC Involvement in Decision Making." Next, senior staff at SDC developed a detailed outline of the anticipated final report document for each of the four programs studied. This detailed outline reconfigured the basic topics contained in the analysis packets based on experience in the field. The third step was to organize and summarize the data from each site in the format prescribed by the detailed outline. In other words, we sought to "work backwards" from what we wanted our reports to contain, so that we could be certain that our data were arrayed in the best way to produce the final report. This reorganization and distillation of the summary protocols was done by the site coordinators in the form of "site syntheses."

Working in committees, the site syntheses were further distilled and entered onto a series of analysis tables, each corresponding to a section of the detailed report outline. For example, one table was produced on the structure and organization of PACs. The rows in the table contained data on variables identified in the detailed outline as important (for example, "PAC Size"). Each column contained the data from a different site associated with a program. Thus, some tables contained data from as many as 16 sites. These analysis tables were then analyzed using methods similar to what has been called the "constant comparison method" to identify important patterns or trends across sites. Suspected patterns or findings were discussed and defended among senior staff members. Throughout these steps, each analyst maintained what we called an "insight journal" that recorded his/her inspirations, insights, questions, and issues.

One implication of using local field researchers to collect data is that you have a large number of data collectors to coordinate. Consequently, there is

also a large number of site coordinators/analysts. This leads to special problems of coordination. While we anticipated the importance of coordination, we grossly underestimated how much additional time coordination would require. Further, our ten analysts had very different academic backgrounds, ranging from the heavily quantitative to ethnographic. While this diversity produced stimulating and spirited discussions, fundamental disagreements were common. Even when we thought we had reached agreement on something, actual implementation of the decision varied considerably. Second and third iterations of discussion, agreement, and implementation were frequently required before we were all satisfied that we had sufficient uniformity of approach.

Although data reduction is essential, there is an ever-present danger of losing important information about sites during that reduction. We found that time pressures often kept us from going back to the complete data base from a site once it had been reduced, so omitted information was lost information. We see two safeguards against loss of important site data through reduction. First, constant substantive interaction among analysts, both during the data collection and during subsequent analysis, helps build clear and common understandings among staff of what dimensions in the data are important and must be preserved during reduction. Second, as already noted, we had each analyst keep an insight journal throughout the analysis process. This journal provided a repository for insights and hypotheses about important findings, both within sites and across sites. Journals provided agenda for staff meetings, and helped individual analysts keep track of the important themes that should be preserved in each site's data.

There is a problem of missing or uneven data when analyzing the results from 57 field researchers' efforts. Again in theory, this problem would have been minimized by the structure provided in the analysis packets, by site coordinator's close supervision of field researchers, and by the availability of local field reseachers during the analysis to fill identified gaps in

information. In practice, as we have said, each of these mechanisms experienced some difficult times, largely due to time constraints. We remain convinced, though, that these mechanisms, when implemented fully, are enough to keep missing and uneven data at tolerable levels.

ISSUE #4: HOW CAN THE FINDINGS FROM MULTI-SITE QUALITATIVE RESEARCH BE REPORTED IN A WAY THAT IS ACCESSIBLE AND USEFUL FOR DIFFERENT POLICY-MAKING AUDIENCES?

As indicated earlier, our research had three principal audiences. First there was Congress, or more accurately congressional staff assistants. Second, there were decision makers in the national offices of the four Federal programs included in our Study. Finally, there were local project directors and staff interested in increasing parental involvement in their schools. Although these audiences differed in the depth of their information needs and presumably in the time they had available to digest our reports, none had the time or inclination to read 57 individual case studies. Readers, like analysts, can be buried under the mass of data generated by qualitative research. Ways had to be found to present the major findings for these admittedly busy audiences while still preserving some of the richness of description that made multi-size qualitative methods so attractive in the first place. We now believe that there is no issue more important than the design and formatting of reports, and have learned some valuable lessons from the Site Study experience.

First, we feel that it is important to plan for the skimming reader. Although in the best of worlds we would like for a reader to wallow as we did in the richness of our data, this will rarely happen. The question is not whether or not a reader will skim, but whether the report writers will be able to exercise some control over the conclusions that a reader will derive from skimming. Two organizational devices make findings more accessible to those who skim:

1. Summarize the major findings for each topic at the beginning of the section or chapter.

2. Use headings that encapsulate the information that follows, instead of simply labeling. For example, instead of "Parent Attendance Patterns," a heading might read "Few Parents Attend PAC Meetings."

We also concluded that it is possible to meet the needs of different audiences within a single report. Although we designed our report to accommodate the skimming reader, we also recognized that our three audiences had different needs in terms of degrees of detail. The congressional audience, we presumed, had interest only in the major findings from our Study--the two or three major conclusions we reached about parental involvement in each area. The audience in the program offices, we assumed, also wanted the major findings, but would be interested in some of the secondary findings that contributed to the major conclusion in each area. Finally, the local project audience primarily (and all audiences to some extent) would be interested in the specifics of parental involvement practices at studied sites. To accommodate these three levels of need, we used three methods of presentation in our reports, along with the above-mentioned summaries of major findings and descriptive headings.

1. The text focused on major and secondary findings only.

2. Illustrative vignettes accompanied the text.

3. Each section was accompanied by tables that presented summaries of the data from each site, organized by variables addressed in the Study.

Thus, a skimming reader could scan the reports and learn what the major findings were from our Study. A reader interested in more of the detail and flavor from the sites could read the vignettes and study the tables.

APPENDIX A

FEDERAL PROGRAMS SURVEY INFORMATION

The report on the Federal Programs Survey substudy is titled Parents and Federal Education Programs: Preliminary Findings. The document portrays the status of parental involvement as it was reported in the following independent samples:

	Number of Districts	Number of Schools
Title I	129	277
Title VII	89	221
ESAA	87	219
Follow Through	64	161

Descriptive statistics are provided for each of the four programs, and across all four programs. An appendix to the Federal Programs Survey report contains copies of all data-collection questionnaires. The Table of Contents for the report is reproduced on the following page.

Complete Federal Programs Survey data are contained on a data tape, with supporting documentation. Individuals interested in obtaining a copy of the data tape and supporting documents should request the Federal Programs Survey data for the Study of Parental Involvement, from:

Office of Planning and Evaluation Services
within the Office of Planning, Budget, and
Evaluation
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

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APPENDIX B

SITE STUDY INFORMATION

There are five reports concerning the Site Study. Four of these contain the details of parental involvement in one federal education program, while the fifth treats parental involvement as it was found in all 57 locations included in the Site Study. Brief descriptions of each report appear in Appendix C, along with information on how copies may be obtained.

Complete information on each of the 57 locations is contained in the turnover documentation for the Site Study. The information exists in the form of written syntheses of findings for each location. Individuals interested in obtaining a copy of this information should request the Site Syntheses for the Study of Parental Involvement from:

Office of Planning and Evaluation Services
within the Office of Planning, Budget, and
Evaluation
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The remainder of this Appendix contains samples of materials related to the Site Study. An annotated description of the samples follows.

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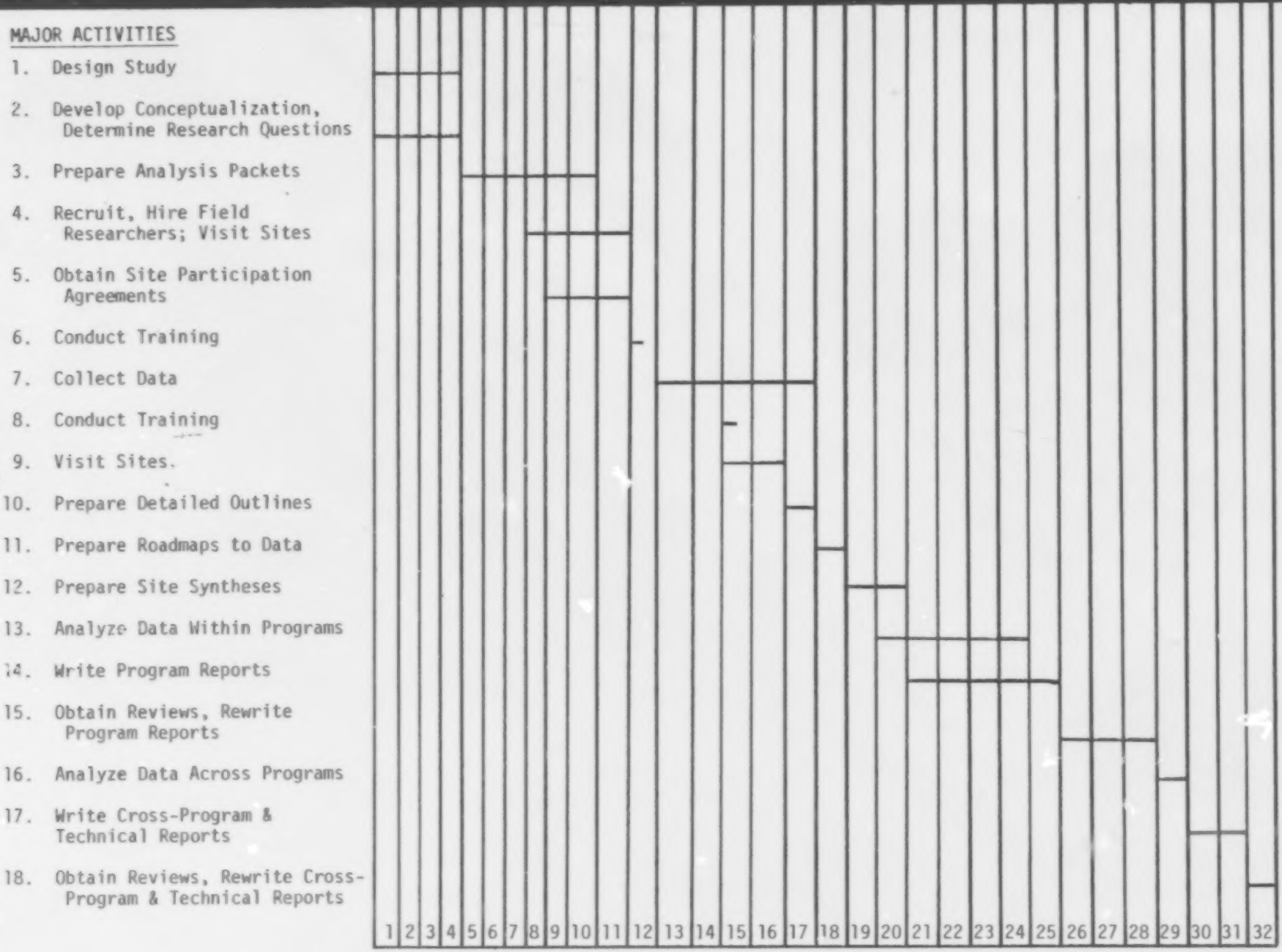

MAJOR ACTIVITIES
1. Design Study
2. Develop Conceptualization, Determine Research Questions
3. Prepare Analysis Packets
4. Recruit, Hire Field Researchers; Visit Sites
5. Obtain Site Participation Agreements
6. Conduct Training
7. Collect Data
8. Conduct Training
9. Visit Sites.
10. Prepare Detailed Outlines
11. Prepare Roadmaps to Data
12. Prepare Site Syntheses
13. Analyze Data Within Programs
14. Write Program Reports
15. Obtain Reviews, Rewrite Program Reports
16. Analyze Data Across Programs
17. Write Cross-Program & Technical Reports
18. Obtain Reviews, Rewrite Cross-Program & Technical Reports
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
Months

SDC
System Development Corporation
2500 Colorado Avenue, Santa Monica, CA 90406. Telephone (213) 820-4111

JOB DESCRIPTION

Job Title: Field Researcher

Salary Range: $7.00-$10.00 per hour

Job Duration: January-May, 1980
Part-time

Purpose: The U.S. Office of Education is sponsoring A Study of Parental Involvement in Federal Education Programs in order to obtain information about the conditions that lead to different types and amounts of parental involvement in education and about the consequences of that involvement. Four federal education programs are the focus of this study: the Emergency School Aid Act, Follow Through, Title I of the Elementary and Secondary Education Act of 1965, and ESEA Title VII Bilingual. The first phase of the study was a nationwide telephone survey of 1000 schools in 300 districts which collected basic information about parental involvement activities. The second phase, which will entail a more detailed study of 50 districts and 100 schools, will involve using local field researchers for 20 hours per week over a four-month period to gather rich, comprehensive data using a combination of observations, interviews, and document analyses. The use of local field researchers has several advantages. They generally have a thorough understanding of the community, they are able to adjust their work schedules to the convenience of the respondents, and they can be on site long enough to acquire a thorough understanding of the processes and dynamics present at each of the field locations.

Major Duties

1. Will independently contact and interview a variety of program-specific respondents such as parent coordinators, school principals, parent advisory group chairpersons and members, professional school staff, classroom aides and volunteers, as well as parents who are not active in the school or the federally funded programs.

2. Will observe parents in a variety of roles within the district or school, such as classroom aides or volunteers.

3. Will attend formal parent advisory council meetings and other meetings or workshops attended by parents to observe the relationship of the members to each other and to local school and community personnel.

4. Will examine on-site documents relevant to the process of parental involvement (e.g., meeting minutes, handbooks, regulations and guidelines).

5. Will communicate information gathered on site to SDC project staff members via regularly scheduled telephone calls and mailings.

Education Qualifications

1. Must have a minimum of a B.A. degree, in the social sciences--e.g., anthropology, sociology, psychology, education, or political science.

2. First preference will be given to candidates with graduate degrees, and secondly to those who are in the process of earning a graduate degree.

3. Should have education in qualitative/ethnographic research techniques.

Work Experience

1. Must have a minimum of two years of experience involving some form of public contact, preferably in data collection, counseling, public relations, or interviewing work.

2. Should have prior experience in working with or contacting individuals from a variety of ethnic and economic backgrounds.

3. Should have direct experience in qualitative/ethnographic research techniques.

4. Should have prior teaching or school-based experience.

Personal Qualifications

1. Must have resided in the community where the district and schools exist for a minimum of three consecutive years.

2. Must have transportation available for easy access to the schools and district.

3. Must be able to work independently, with a minimum of supervision, as well as an ability to effectively manage appointments and schedules.

4. Must be reliable and responsible in following through on project directions and completion of task reports/assignments.

5. Should be industrious and comfortable with a high level of activity.

6. Must have a demonstrable competence in writing reports and/or research papers.

7. Must be able to deal with people on a one-to-one basis.

Other Requirements

1. Two letters of reference from previous employers that discuss specifics for any of the skills and experiences listed above.

2. In a few instances, a fluency in the Spanish language, as well as an Hispanic background will be required.

3. A list of relevant professional associations or affiliations in which the candidate has been active.

4. During the period from January through May, 1980, must have flexible day-to-day hours. The position may include some evening work.

5. Must be able to travel to attend an intensive, nine-day paid regional training session at the beginning of the study (January), as well as a second, briefer mid-course training session (March) intended to provide for refocusing of objectives and procedures, as needed (travel and subsistence at contract expense).

Please send resumes by November 9, 1979 to:

Diana Dingler
System Development Corp.
2500 Colorado Ave.
Santa Monica, Calif. 90406
Mail Drop 41-48

Interviewer _____

Date _____

Candidate Assessment Form

Name _____ District _____

Age _____ Program _____

Sex _____ Language Requirement _____

Ethnicity _____ Overall Rating _____

Language Proficiency _____ Hiring Recommendation _____

_____

Please rate the candidate on a scale of 1=low to 5=high in the following areas. Add comments.

1. Ability to perform the research tasks. Consider educational background, job experience, data collection/research experience, ability to learn.

_____

_____

2. Ability to relate successfully to the school district personnel and community members. Consider personality, personal style, ethnicity, language proficiency, articulateness, P.R. ability.

_____

_____

3. Ability to relate to SDC and level of commitment to job. Consider enthusiasm, interest in SDC and Study, other job conflicts, school or family conflicts, sense of perserverance, willingness to make commitment, reason for wanting the job.

_____

_____

11/20/78 PL

FIELD RESEARCHER INFORMATION

District: _____ Program: _____

Number of applicants: _____

Eliminated or no show: _____) Total must equal
Interviewed in person: _____) number of
Interviewed by phone: _____) applicants

Characteristics of Chosen Field Researcher

Sex: ____ Age: ____ Ethnicity: _____ Language competance: _____

Educational level: _____ Area/Specialty: _____

Relevant training: _____

_____

_____

Relevant experience: _____

_____

_____

Special features contributing to selection: _____

_____

_____

_____

Strong points, interpersonal style: _____

_____

TRAINING AGENDA (First Training Session)

	MON	TUE	WED	THU	FRI	SAT SUN	MON	TUE
MORNING	Introductions Description of SDC Overview of Study Training Program Review	Framework for Site Study Introduction to Data Collection Methodology Individual Review of Data Collection	Introduction to Interviews Practice Interviews (Constant)	Practice Interviews (Orienting) Prepare Interview Protocol	School Visits Review of Interview Protocols	Analysis of Document Individual Discussions of School Visit Protocols and Site Information	Discussion of Document Analysis Discussion of General Study Concerns Questions & Answers Beginning Site Work	Individual Discussion of Summary Protocol Logistics
AFTERNOON	Descriptions of Federal Programs	Discussion of Data Collection Methodology and Analysis Packets	Interview Demonstration Note Taking Protocol Review	Introduction to Observations Introduction to Recollective Protocol Focus for School Visits	Prepare School Visit Protocols Introduction to Document Analysis		Introduction to Summary Protocol Prepare Summary Protocol	Recapitulation

TRAINING AGENDA

Second Training Session

Monday

8:00 - 8:45	Opening Remarks
8:45 - 9:45	Whole Group Activity (Ice Breaker)
9:45 - 10:00	BREAK
10:00 - 12:00	Whole Group Discussion of Important Topics to Date - Defining "parents " - Organizing for data collection: time management - Low activity sites - Meeting resistance - Resolving contradictions in data
12:00 - 1:00	LUNCH
1:00 - 3:00	Coding Data Collected, for Analysis - Introduction to the system - Examples of coded material
3:00 - 3:15	BREAK
3:15 - 4:00	Introduction to Simulation Assignments
4:00 - on	Field Researchers work on coding assignments, (independently)

Tuesday

8:00 - 9:30	Small Group Discussions of Coding Assignments
9:30 - 9:45	BREAK
9:45 - 12:00	Preparing Summary Protocols - Analyzing data to answer research questions - Organizing information from various sources - Creating the Summary Protocol - How to handle contributory factors - What the scope of work involves - Timeline for completing Summary Protocols
12:00 - 1:00	LUNCH
1:00 - 3:30	Small Group Discussions, by Programs
3:30 - 3:45	BREAK
3:45 - 4:15	Housekeeping Tasks -Forms to be completed - Methods of communicating with SDC

E. MEETING LOGISTICS

In this section, we gather information about several aspects of meeting logistics: attendance patterns, scheduling, minutes, language(s) in which meetings are held, and decision making about these logistical concerns. The interview items about scheduling which follow focus on the number of PAC meetings, and the times and places at which these meetings are held. This information as well as information on meeting language(s) will be used in conjunction with data on attendance patterns to identify logistical characteristics that facilitate widespread attendance at meetings and those that hinder attendance by certain segments of school populations and the community. One of the goals of the Title VII program is the maximum feasible participation of parents in Title VII decision making. Since PACs are the primary vehicle for such parental involvement in governance, the number of parents who attend PAC meetings is one indicator of the extent to which this goal is being met.

The interview information gathered about logistical decisions (e.g., determining time and location, setting agendas, approving minutes) will be used at a global level to identify the relative responsibility of PAC members versus LEA/school staff for the scheduling and running of PAC meetings. Responsibility for these logistical decisions is an indicator of the degree of PAC independence, which we anticipate may be related to the number of PAC activities and its level of responsibility in Title VII decision making. At a more specific level, the question of who makes these logistical decisions is related to the power/authority structure of the PAC. Data on the allocation of decision making responsibility will be used to help identify the powerful people on the PAC, and to examine their influence on PAC operations and on the Title VII projects.

In addition to the interview information gathered on scheduling considerations and logistical decisions associated with PAC meetings in general, you may be able to obtain parallel first-hand information from observing at one or more PAC meetings. Essentially, you will be answering many of the same questions for a single PAC meeting that your respondents have answered for PAC meetings in general. For example, an interview

respondent will report at what time of day PAC meetings are usually held while you will report at what time of day a particular session was held. Observation data on scheduling and logistical decisions will often confirm information reported by respondents. At other times, observation data may cause you to return to respondents in order to explain discrepancies between what they reported and what you have seen, and/or to clarify certain other issues which have arisen. A suggested guide for focusing your observations related to the logistic considerations for PAC meeting(s) is provided after the constant interview items.

Moreover, when provision for logistical decisions is made in PAC bylaws, you will want to review these documents carefully to ascertain what specific decision areas are covered and whether or not bylaw provisions have been changed in the course of PAC operations. Disparities between bylaw provisions and practice with regard to logistical decisions may again result in going back to certain key respondents for explorations of what has caused changes or adaptations.

Finally, the interview items centered on minutes are intended to describe the quality (e.g., completeness, accuracy, timeliness) of minutes recorded at PAC meetings and the accessibility of those documents. Recorded minutes are one method for enabling persons--both members and non-members--to remain informed about an organization's activities. For members who miss meetings, the availability of high-quality minutes presented in a language they can readily understand may facilitate participation at subsequent meetings. Accessibility of minutes to non-PAC members is also, in one sense, a strategy for promoting PAC accountability as it opens PAC operations to scrutiny by outsiders. Moreover, this accessibility may serve to encourage feedback from outsiders on PAC effectiveness and potential future directions.

Nature of inquiry: constant

Focus: scheduling and running of PAC meetings, attendance patterns, minutes

Data collection methodologies: interviews; observations; document analyses

Potential respondents: PAC chairperson, other PAC officer, PAC member with seniority, Title VII project director, Title VII parent coordinator

Required observations: PAC meeting(s)

Potential document analyses: PAC bylaws

INTERVIEW QUESTIONS

1. How many PAC meetings have there been this year?

2. Where are PAC meetings held?

3. At what time of day are PAC meetings held?

4. On what day of the week are PAC meetings held?

5. On the average, how long do PAC meetings last?

6. How often are PAC meetings held?

7. In what language(s) are PAC meetings held?

8. For what languages, if any, are translators provided?

9. Is anything else done to facilitate participation at PAC meetings by people of limited English speaking ability?

   [If yes, ask:]
   - What is done?

10. How are PAC meetings scheduled?
    - Are meetings regularly scheduled or are they called when particular needs arise?
    - Who helps decide when PAC meetings will be scheduled?
    - Who makes the final decision?

11. Is there usually an agenda for the meetings?
    - How is the agenda set?
    - Who has input into the setting of the agenda?
    - Who makes the final decision about the agenda?

12. Who usually runs the meetings?
    - What office or position does this person hold?
    - Do other members ever run meetings?
      [If yes, ask:] When does this happen?

13. Who usually attends PAC meetings?
    - Are the meetings open to the public or restricted to PAC members?
    - On the average how many PAC members are in attendance at a PAC meeting?
    - Of these, how many are members who regularly attend?
    - [If applicable, ask:] How many non-members usually attend?
      - Are there any non-members who attend regularly?
      - [If yes, probe to find out how many and who they are--e.g., interested citizens, members of community action groups.]

14. Does someone record the minutes of PAC meetings?
    - [If yes, ask the following questions:]
        - Who does the recording?
        - In what form are minutes recorded?
        - In what language(s) are minutes available?
        - Are they approved? [If yes, ask:] By whom? When? How?
        - Who gets copies?
        - Where are additional copies kept?
        - Can they be seen upon request?
        - How complete or accurate are they?

J. PERCEIVED ROLE OF PAID PARENT PARAPROFESSIONALS

The level of involvement of paid parent paraprofessionals and nature of activities they perform are likely to be influenced by goals for this program component--both goals as they are formally established, and goals as they come to be understood by the persons involved. Formally established goals, the perceptions of various individuals regarding the appropriate roles for paid parent paraprofessionals, and the relationships among these variables constitute the major focus of this section of the education analysis packet.

One line of inquiry to be pursued will center on formalized goals for the paid parent paraprofessional program component. You will first determine whether such goals have been established. If they have, further investigation will address the process by which they were established, and the extent to which they are known and understood by the paid parent paraprofessionals, professional staff members, and other involved parties. It will also be important to determine whether these goals distinguish between parents and other paid paraprofessionals.

Whether or not formalized goals have been established, you will need to identify the beliefs of various persons regarding the appropriate roles to be played by paid parent paraprofessionals. It will be particularly important to identify the beliefs of the parent paraprofessionals and the professional staff members with whom they work, and to assess the degree to which these beliefs mesh. The extent of agreement among different individuals' perceptions, as well as the overlap between stated goals and perceived goals, will likely be related to individuals' sense of involvement and satisfaction with this program component, and to the effectiveness of the working relationships established between paid parent paraprofessionals and professional staff members.

Another line of inquiry which you will pursue involves the consideration of program goals in conjunction with information about the actual implementation of the program component. It will be important to determine

whether there is a discrepancy between goals and implementation and, if there is such a discrepancy, to trace the process by which it has come to exist.

Your investigation of formally established goals for the paid parent paraprofessional component will rely on both interviews and document analyses. When such formalized goals exist, it is likely that they will be recorded in documents available for inspection, such as a project application or other planning paper. In contrast, the tracing of the establishment of such goals and the extent of their dissemination is likely to occur primarily during the course of your interviews with parent paraprofessionals and professional staff members.

Persons' beliefs concerning appropriate parent paraprofessional roles, on the other hand, will be assessed through a combination of interviews and observations. Responses to interview questions will indicate the stated beliefs of parent paraprofessionals and professional staff members, while their observed interactions with one another--both during classroom instruction and in conferences or planning sessions--will allow you to report on the ways in which roles are actually carried out.

As was noted above, a major focus of this section is the exploration of the relationships among formal project goals, individuals' beliefs, and the actual implementation of the project. By integrating your findings from document analyses, interviews, and observations, you will be able to gain an understanding of these relationships. As they are likely to be complex, your investigation may necessitate an iterative data collection process in which, for example, information gathered through observation or document analyses leads you to go back to respondents for clarification of certain issues.

Finally, the respondents' perceptions of the value of paid parent paraprofessionals to the Title VII project are included in this education dimension. Information about these beliefs, gathered through interviews, will provide program personnel with descriptions of different constituen-

cies' attitudes toward parental involvement in the educational realm. In addition, we will explore in the course of our data analysis the relationships among these perceptions and variables such as level of satisfaction with personal involvement.

Nature of inquiry: Orienting

Framework for inquiry: Existence of formally established goals

Methods by which formal goals were established

Beliefs of different persons about the appropriate role for paid parent paraprofessionals

Relationship between goals and actual roles of paid parent paraprofessionals

Initial respondents: Representative sample of Title VII paid parent paraprofessionals (all, if numbers are not prohibitive) and professional staff members with whom they work

Required observations: Classrooms and other instructional settings in which paid parent paraprofessionals operate

Potential observations: Meetings of paid paraprofessional program component, teacher-paid parent paraprofessional planning sessions

Potential document analyses: Title VII project application, paid paraprofessional job description, any document addressing the project's goals

III. SCHOOL SUPPORT FUNCTION

As a highly visible social institution where the clientele has almost daily contact with service providers, the school has historically attempted to obtain support from parents for its operations. There are a myriad of ways in which schools solicit support from parents, from the tangible supplying of resources to intangible demonstrations of agreement with educational thrusts.

In the bilingual education context, the need for parental support of the school appears to stem from two reasons. First, a school carrying out a bilingual project may find that some resources are needed that are beyond the capability of the school itself to provide, and that parents are able to supply those resources. Second, in carrying out a project to meet the special needs of students of limited English proficiency, a school's staff will be more effective when its members are assured that parents are in sympathy with the staff's endeavors.

Within the education packet, you gather information on the various ways in which parents provide support to the school or Title VII instructional programs. This section, on the other hand, is designed to explore the non-instructional support services that parents might offer. In particular, we are interested in those activities or services that are provided in a systematic way or on a regular basis as part of the Title VII project. For example, parents might act as speakers in classes or at assemblies, improve buildings and grounds, or raise funds for various school or extracurricular activities. They might also provide non-tangible support by assisting with such matters as the passage of school finance issues or intervention regarding the closure of a school. The questions which follow are designed to explore the extent to which parents provide non-instructional support services at each sampled site.

Do parents provide non-instructional support services to the Title VII project within this district or school?

[If yes, elicit a brief description of all such activities and/or services and, for each one ask:]

- How frequently is this activity or service provided?
- Approximately how many parents are involved in providing this activity or service?

Potential respondents: Title VII parent coordinator, Title VII project director, principal

Name of Researcher: Frank Rogers
Date: March 2, 1980
Site: Tule District
Type of Protocol: Sequential Interview
Protocol Number: 18
Data Source: Project Coordinator
Focus: DAC Involvement in Decision Making
Attachments: None

I met today with Project Coordinator to talk some more about the district advisory group. My major purpose was to find out about the group's involvement in decision making. We met in his office at 10:30 a.m. and talked for about 30 minutes.

Coordinator indicates that all things related to the project are taken up at meetings. He said confidential matters aren't discussed, and I asked for examples. He said teacher evaluations and project staff positions are confidential. I asked about advisory group involvement in personnel matters and he described a process where the advisory group is asked to approve decisions made already about paraprofessionals. The advisory group has no role in professional positions. He said the group can comment on staff members but it doesn't happen often. I asked about the group's involvement in decisions about project activities. He indicated the process has the district making decisions and presenting them to the group for approval. When I asked if the group always approved things he told me about a time when the project plan wasn't approved. He said he met privately with the chairperson and convinced her the plan was sound and so she signed it.

When I asked about advisory group involvement with the project budget he described a similar pattern where the professionals develop it and present it to the group for approval. I asked about other areas of advisory group involvement and he told me about members visiting project school to monitor the project. He said parents make suggestions for improving the project. One example was to hire parents of children in a school as aides,

rather than assigning aides to any school in the district. He noted that the suggestion was not implemented. When I asked if he had to follow the group's suggestions he said that the group was advisory and he listened to the advice but since he was responsible for the project he had the final say. He ended by telling me he was glad to show hos active the advisory group is in project affairs.

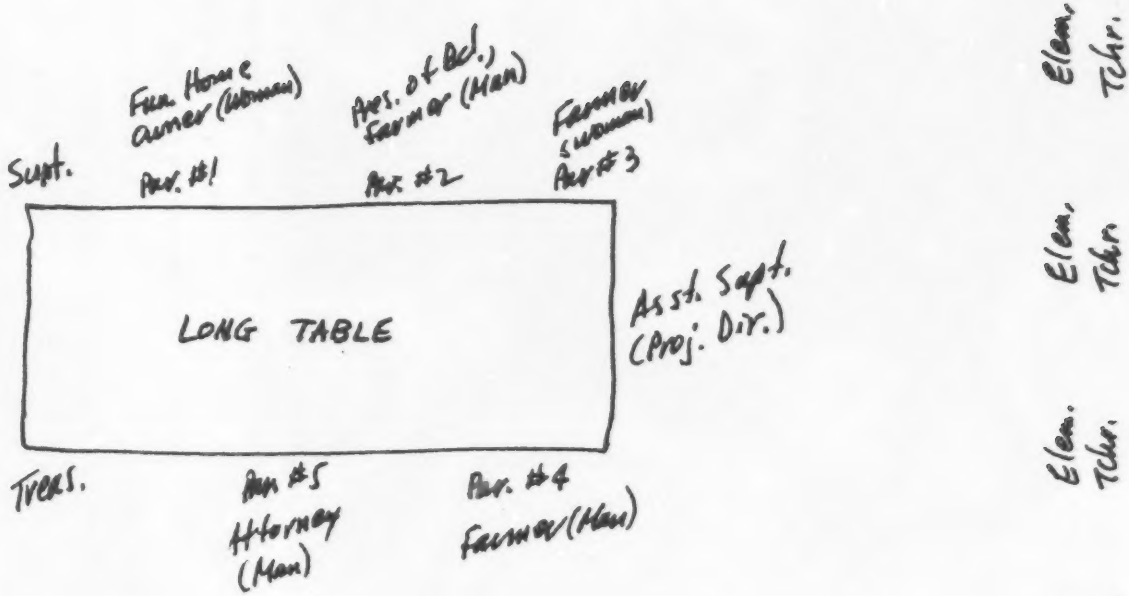
(FR: I will need to check who else besides Coordinator makes important decisions. He sounded very much as though he makes all the important decisions himself. I will also need to attend some advisory group meetings and see if tne group gets to make any important decisions. Also I need to talk with the chairperson about whether Coordinator exerts as much personal control as he described. It is interesting that on two occasions he stressed that the group is advisory only, so he does not have to abide by any of the group's recommendations.)

Name of Researcher: Bob Martin
Date: February 21, 1980
Site: Maple Board of Education Office
Type of Protocol: Observation
Protocol Number: 3
Data Source: DAC Meeting
Focus: Governance, DAC Meeting
Attachments: Map of meeting room and participants

The meeting of the Maple DAC was called to order at 1:00 p.m. on Thursday, February 21. This was the first DAC meeting of this school year. Present were five of the six parent members of the DAC, as well as four Title I teachers and the project director who chaired the meeting. Those present were given an agenda, the clipboard, the pamphlet entitled "Title I," a copy of the narrative from the Maple Title I application, a copy of Title I regulations, and a PAC booklet from the State Division of Federal Assistance. At that point point field researcher was introduced and he proceeded to explain the study to those present. The project director reviewed the background and purpose of Title I as well as the purpose of the DAC, He then began to cover the agenda. All present passively listened until 1:40 p.m. when, as he was reviewing the project budget, parent No. 2 asked him why so much money was spent on test materials. He went to his office and returned with a folder of invoices and reviewed the costs of each test instrument used. At 1:55 he discussed involvement of parents at the building level as PAC meetings. At 2:00 he discussed his concerns relating to improving parent involvement. Teacher No. 2 suggested another make-it/take-it workshop which had seemed to be popular and well-attended in the past, and suggested that when they elected a chairman that that person should be involved in the planning of the workshop. Teacher No. 3 wondered if the workshop should be district-wide or if each school should do their own to try to build up identity with the program at each school. Parent No. 5 asked about possibility of a summer program for Title I kids. Parent No. 2 said she thought the educators should do the planning as parents just don't know what the kids need. At 2:10 project director conducted an election for chairman. He asked for nominations and for a full

minute there was silence. Finally, parent No. 5 was nominated by parent No. 2 and elected chairman. At 2:15 project director conducted a draw for length of term--either one or two years--split by school. This was the first time, to my knowledge from reviewing previous records and talking to the project director and Title I teachers, that this provision for continuity had been invoked. At 2:20 the project director discussed possible attendance of two representatives from the DAC to attend the State Title I conference for parents in May. At 2:25 he asked if there was anything else to be brought up. Being no response, he adjourned the meeting. He announced the next DAC meeting would be late in May to consider the evaluation of this year's program and the application for fiscal year '81 or next year's program. The field researcher announced that he would be in contact with the parents at Apple and Tyler School to discuss aspects of the study with them. (BM: Minutes of this meeting were kept by teacher No. 2 who is one of the Title I teachers at Apple School. Several of the parents, after the meeting was over, were standing around talking informally and the question came up why several of their children had a negative attitude toward school. The parents expressed some concern about this. They talked for awhile but no conclusion was arrived at as everyone drifted out of the meeting. I have 2 or 3 parents to follow up with and check their impression of this meeting. I need to ask if the project director always runs things.)

End of protocol.



LOCATION OF DAC MEETING
FIELD RESEARCHER: Bob Martin
Att. to. Protocol #3

MINUTES OF MEETING OF
SCHOOL ADVISORY GROUP
March 8, 1980

The meeting was called to order at 7:30 p.m. in the Faculty Lounge of Buchanan Elementary School.

MEMBERS PRESENT: Parents--Juan Chavez, Tracy Gray, Ida Lalor, Rosa Perez, Devorine Swift, David Wang. Community--Walter Perry. Staff--William Cherry, Mary Hammerman, Robert Miralgio.
MEMBERS ABSENT: Parents--Joyce Doolin, Kim Holmes. Community--Jose Arragon, Susan May, Robert Smith.
GUESTS: Nita Chaney, Alexis Jackson.

Chairperson Mrs. Swift announced that there were three items to take up at the meeting. Principal Mr. Cherry summarized the three items that he and Mrs. Swift had talked about for the agenda.

The first item on the agenda concerned the mid-year Progress Report for the project at Buchanan School. The Project Director, Mrs. Hammerman, went over the results of the mid-year evaluation and presented charts showing children's progress at each grade level. Mrs. Swift asked for clarification of the third grade results, since they indicated that children had not made much progress. Mrs. Hammerman said that the results appeared to her to be accurate and the children in the third grade needed extra attention during the next semester. Mr. Cherry said that he had some plans about that and that was the second item on the agenda. Mrs. Gray and Mr. Wang said they felt that the third grade teachers would have to do a better job in the second semester. Mr. Cherry said that it was not fair to blame the teachers for the problems. Mrs. Swift said that she thought all of the parents in the school should get a chance to see the results of the mid-year evaluation. Mr. Cherry did not think it would be a good idea to give the results to parents unless it would be at a meeting at the school where he and Mrs. Hammerman could explain them. Mr. Miralgio agreed and said that the teachers would be upset if

the results were just sent home to the parents. Mr. Chavez, Mrs. Gray and Mr. Wang said they agreed with Mrs. Swift that the parents should see the results. Mr. Chavez moved that a report be sent to all parents. The motion was seconded but did not pass. Mr. Cherry moved that the idea of a report to parents be tabled until the next meeting to allow time to come up with a plan for presenting the results. The motion was seconded and passed.

The second item on the agenda was about aides for the math lab. Mr. Cherry said he thought some of the problems that had been discovered during the mid-year evaluation were because children were not getting enough individual attention in the math lab. He proposed that two more aides be hired to work in the math lab. This idea was discussed for a while and everyone agreed that it would be a good thing to do. Mrs. Perez moved that two aides be hired for the math lab. The motion was seconded and passed. Mrs. Gray moved that the aides be parents of children in the school. This was discussed and everyone agreed that using parents of children in the school as aides in the math lab was better than just hiring anyone as an aide. The motion was seconded and passed.

The third item concerned a regional meeting to be held in the State Capitol in six weeks. This meeting was for representatives of all the projects in the state and was intended to give them ideas about how to improve their projects. Mrs. Swift asked if parents were to attend and Mr. Cherry said that both parents and staff members could attend. He suggested that Buchanan School should send some parents and some teachers to the conference. Mr. Perry asked how this would be paid and Mrs. Hammerman said there was money in the project budget to cover it. She said parents could be sent using the "Parent Participation" money and teachers could be sent using "Staff Development" money. An announcement of the conference was passed around for all members to see and the idea of sending some representatives of Buchanan School was discussed. Mrs. Swift moved that two parents and two teachers should attend the conference. The motion was seconded and passed.

The meeting was adjourned at 9:15 p.m.

Robert Miralgio
Recording Secretary

Name of Researcher: Karen Walsh
Date: May 28, 1980
Site: Winchester School District
Type of Protocol: Summary
Protocol Number: 73
Data Source:
Focus: Outcomes 0 II. Educational/Institutional Outcomes
Attachments:

I. INTRODUCTION

This summary protocol will address the outcomes of parental involvement on the following eight areas: 1) project design and implementation, 2) curricular content, 3) instructional methods and materials, 4) administrative practices, 5) project resources, 6) information exchange, 7) parent participation, 8) student development. Both positive and negative outcomes will be identified.

II. FRAMEWORK TOPICS

A 0 II 1 Project Design and Implementation
This is the positive outcome. The DAC holds a public hearing to present the ESAA proposal. Parents who are present can write comments which are included in the proposal (Protocol 23, page 2). These are the negative outcomes. There is no parental input on budget (Protocol 18, page 5 and Protocol 23, page 2). The DAC was not involved in hiring the new project director this spring (Protocol 23, page 2). Parents have no impact on the project design or implementation in the school (Protocol 42, page 3).

B 0 II 2 Curricular Content
Parents have no input on the curriculum (Protocol 33, page 1; Protocol 42, page 3; Protocol 16, page 5; and Protocol 18, page 3).

C 0 II 3 Instructional Methods and Materials
These are the positive outcomes. Classroom

paraprofessionals free the teachers to work with small groups (Protocol 35, page 1). Parent classroom aides allow children to be placed in small groups and receive small group instruction or individual assistance (Protocol 24, page 12 and Protocol 34, page 1). Volunteers free the teachers time by correcting homework and drilling students on work when they're behind (Protocol 9, page 2).

D O II 4 Administrative Practices

Parents have no impact on administrative practice (Protocol 42, page 3).

E O II 5 Project Resources

This is a positive outcome. Parents raise money at Dewey Skills School to buy playground equipment for the school (Protocol 33, page 1).

F O II 6 Information Exchange

These are positive outcomes. Parents requested that ESAA newsletters at Dewey Elementary include more information about the DAC meetings and wanted information included about any workshops (Protocol 33, page 2). The DAC chairperson persisted in asking the Badger principal about budget information and he finally became willing to share this with her (Protocol 8, page 3). The DAC chairperson at Badger had difficulty understanding education jargon so now she makes a point of giving a glossary of terms to newly involved parents (Protocol 8, page 4). At the district level, parents ask to have a brochure written in laymen's terms to explain the computer assisted instruction program sponsored by ESAA. This was done (Protocol 16, page 3).

G O II 7 Parent Participation

These are positive outcomes. One parent was the DAC chairperson for five years indicating her perserverance and also a continuity of DAC leadership (Protocol 11, page 2). The current DAC chairperson has been involved with the DAC for seven years (Protocol 12, page 1). These are negative outcomes. One parent was a DAC chairperson for five years so this excluded anyone else from becoming involved in leadership (Protocol 11, page 2). Parents become disillusioned when they take part in the advisory council believing thatthey will have some power and then they find out that they don't (Protocol 12, page 3).

H O II 8 Student Development

Although the principal of Dewey Elementary says she sees no evidence that parental involvement affects students (Protocol 42, page 3), these positive outcomes were identified. Volunteers and aides work with children who are behind in their work so that they can catch up to grade level (Protocol 9, page 2; Protocol 36, page 1; Protocol 38, pages 2 and 3). A parent paraprofessional said, "Students take school more seriously if they know their parents are more interest and involved." She gave this example. Two students at the school were difficult to deal with and acted up on the bus. When their mothers became involved and started coming to school, the children began to behave better (Protocol 33, page 2).

III. CONCLUSION

Because parental involvement in this school district is restricted particularly by the fact that school

and district personnel do not allow parents a decision making power, so outcomes are few and far between. In addition there is very, very little parental involvement at Badger Elementary so there is not an opportunity for outcomes to exist. It appears the most outcome in the educational or the institutional set up have been in information exchange. I believe this is because the district ESAA personnel see the role of parents as accepting information, therefore, parents are more likely to be involved in requesting or exchanging information. A second area of some positive outcomes has been in curricular, or rather in instructional methods. This is simply a result of hiring classroom aides because if there is an aide in the class working with some of the children then necessarily it will have the impact of allowing the teacher to do something else or it allows the teacher to work with a smaller group of students. It also allows the students to get some individual attention. Therefore, I don't think that the outcomes under instructional methods can be looked at as outcomes of active aggressive parental involvement. These are rather quite passive outcomes simply of the use to which parents are put that is mainly in classrooms. So overall it appears to me that there have been no really significant outcomes of parental involvement in this school district. The reasons are first because parental involvement is very low, and second because the kind of parental involvement that would result in outcomes is not desired by school and district personnel. The parents role is seen as a limited one of accepting information and accepting and going along with decisions made by the professional educators.

END OF PROTOCOL

MAPLE B. MARTIN

II. DISTRICT STRUCTURE

INTERVIEW QUESTIONS

1. How many schools with one or more grades in the K-8 range are located in the following areas?

3 - rural
- suburban, lower income
- suburban, middle income
- urban, lower income
- urban, middle income

2. How much money is the district receiving this year from each source?

1979 FY

- local (money from local taxing agency)	$795,921.91
- state "regular" (money from state to augment local funds)	$947,244.28
- state "special" (e.g., compensatory education)	$105,093.86
- federal (for all programs)	$68,753.00
- other (e.g., private contributions)	$

3. How is administrative responsibility assigned within the district?

SUPT. — ASS'T. SUPT. — TREASURER AND BUILDING PRINCIPALS.

Is the district divided into administrative sub-areas?

NO

[If yes, ask:]

- How many areas?

- How large are they?

NA

- To what extent do these areas have control over funds, personnel, Title I project design?

NA

- To what extent do individual schools have control over funds, personnel, Title I project design?

FUNDS ARE ALLOCATED BY THE PROJECT DIRECTOR. 95% OF ALLOCATION IS SPENT FOR FIXED CHARGES - PERSONNEL + FRINGE BENEFITS. TITLE I TEACHERS PROVIDE INPUT IN PROJECT DESIGN

4. Do parents participate in making decisions at the district level concerning curriculum and instruction, personnel, or budgets?

NO

[If yes, ask:]

- In what areas?

- What parents are involved?

- What role do parents play?

5. Are parents included when information is communicated among district personnel or between the district and schools?

NO

[If yes, ask:]

- What formal communication methods are used, such as meetings, written messages, and announcements in the media?

THE NEW SUPT. HAS ESTABLISHED A QUARTERLY NEWS LETTER (THE SCHOOL BELL) WHICH GOES OUT TO ALL RESIDENTS OF THE DISTRICT. THE LOCAL WEEKLY PAPER COVER SCHOOL BOARD MEETINGS AND PUBLISHES SOME PUBLIC INFORMATION NOTICES, ETC.- What informal communication methods are used?

RESPONDING TO QUESTIONS AT PTO MEETINGS AND OTHER NON-SCHOOL RELATED MEETINGS.

6. What is the basic design of the district Title I project?

IT IS A DEVELOPMENTAL READING PROGRAM K—3

- What objectives have been set for students?

STUDENTS WILL AVG. 7 N.C.E. POINTS OF GROWTH DURING THE YEAR.

- What objectives have been established for parents?

NONE

- How are services provided to students (e.g., at district sites o at local schools)?

LOCAL SCHOOLS

- How are project personnel supervised (e.g., by district personne or by local school personnel)?

ASS'T. SUPT. → PROJECT DIRECTO

- What grade levels of students participate?

K-3

- How are students selected for participation?

STUDENTS WHO SCORE BELOW THE 33rd PERCENTILE, THIRD STANINE OR D RAN ON A STANDARDIZED TEST. THOSE SCORING LOWEST RECEIVE FIRST PRIORITY

- How do parents participate in the implementation of the project (e.g., through Parent Advisory Councils, as aides and volunteers, through a parent education program)?

THROUGH PACa

Part III. Governance

Chapter 5. Nature of Parental Involvement in Governance of ESAA Projects

A. Parental Involvement in ESAA District Advisory Committees (DACs)

1. Structure and Organization of DACs

a. Structure (include size, officers, bylaws, length of existence, meeting logistics, subcommittees)

b. Membership Characteristics (include sex, background, ethnicity, previous participation activities) (parents and other DAC members)

c. Procedures for Selection (include recruitment and assignment)

2. Functioning of DACs

a. Role of DAC (goals, include formal and perceived by parents/paraprofessionals; methods of establishment; value of DAC, etc.)

b. DAC activities (ways DAC spends time; relationship of activities to goals; perceptions about value of activities)

c. Communication Channels

(1) Formal Intra-DAC

(2) Informal Intra-DAC

(3) DAC communication with schools and community (publicizing meetings; soliciting input on issues; information about DAC actions)

d. Support for DAC

(1) Programmatic (materials/services/training)

(2) Personal (attitudes/actions)

e. Relationship of DACs to schools, community, and parents (reasons for, frequency of, communication channels)

3. DAC Participation in Decision Making

a. Types of Decision (budget allocations, curriculum, staffing arrangements)

b. Level of Involvement (no advisory or decision making role; an advisory role; joint decision making role; exclusive or primary authority role)

c. Power Structure (individuals, subcommittees)

B. Role of Other Groups in ESAA Governance

1. Nature of Other Groups
    a. Identify/name
    b. Composition
    c. Purpose
2. Role of Other Groups in ESAA Decisions
    a. Type of decisions and level of involvement
    b. Reasons for involvement
    c. Effects on ESAA
    d. Perceived importance of other groups to ESAA
    e. Extent of relationship with DAC (membership overlap, joint meetings)
    f. Relations of groups to ESAA PACs (if any)

C. Role of Individual Parents in ESAA Governance

1. Areas (nature) of influence
2. Extent (level) of impact
3. Reasons for their influence

SAMPLE "ROADMAP" TO THE DATA

Detailed Report Outline (From the Follow Through Report, Chapter 4)	Data Sources (From Follow Through Analysis Packets)
Chapter 4: The Nature of Parental Participation in the Governance of Follow Through	
A. Parental Participation on Project Advisory Committees	
1. The Structure and Organization of PACs	
- Structure (size, orficers, frequency of meetings, attendance patterns, work load, subcommittee)	FPS Project, C1, 2, 3, 9, 10, 12, 13, 14 GIIA, Items 1, 4, 6 (partial) GIID, Item 4-6 GIIE, Items 1-7 GIIF, Item 5,6
- Membership characteristics (including terms of membership)	FPS Project, C2, 4, 6, 8, 15 GIIA, Items 2, 3, 6 GIIB, Item 1 GIIC, Item 1 GIID, Item 2, 7-12 GIIF, Items 1-6 Counts of parent types
- Selection Processes	FPS Project C4, 5, 7 GIIA, Item 6 GIIB, Items 2-9 GIIC, Items 2, 3 GIID, Items 1-3

B41

Detailed Report Outline (From the Follow Through Report, Chapter 4)	Data Sources (From Follow Through Analysis Packets)
2. The Functioning of PACs	
- Perceived Role of PAC (include sponsor's conception)	GIIA, Item 5 (Bylaws), 6 (partial) GIID, Item 13 GIIK, SP, All "Role of Sponsor", SP
- How the PACs participated in decisions (Involvement in decisions, power structure)	FPS Project, C4, 10, 11 GIIC4 (who votes) GIIE Items 8-11, obs. GIIM1-2, SP GIIO, SP All
- Other PAC Activities	FPS Project C 11
- Communication Channels	GIIN, SP All G II L, SP
3. Support for PACs (including programmatic support, technical assistance, training, attitudes)	FPS Project, A4, B7 GIIG, Items 1-3, 5-8, obs. GIIH, All
4. Relationship of PACs to school, parents, and community	FPS Project, C16-18 GII I, All GIIL3, SP GIIIB, SP All

Notes: 1) Unnumbered subsections above are probable subsections, based on what we know now, but they may change.
2) This represents an expansion of one section of Chapter 4. Other sections would address school-level PACs, other advisory groups, etc.

RJM
9/16

INSIGHT JOURNAL ENTRIES

PARENT COORDINATION

Parent Coordinator is very important re parental involvement. But this can be a mixed blessing. PC can have own agenda. PC can see parental involvement as only advisory council(s), and not be interested in other forms. Also, can be very interested in having power and can then run things exclusively.

Hiring a community member (who is not a parent and not a staff member) as Parent Coordinator tends to get a person who is service-oriented--providing services to parents--and is not inclined toward an active parent role.

District Parent Coordinator feels that parents do not have the skills to be effective on advisory groups, or in interacting with professionals. The PC identifies the problem, but does not do anything to overcome it.

At the school level, frequently hire parents as Parent Coordinator. These persons have no experience and no training for the job. As a result, they have a narrow view of parental involvement, do not have many ideas about how to bring in and involve parents, and have no clout when dealing with the school, the project, or the district. (PC from parent ranks usually sees parental involvement as school support.)

At the district level, Parent Coordinator can be a parent who has come up through the ranks (volunteer--instructional aide--school PC--district PC). Such a person can be in over head, can be in position where no longer effective. Was effective as school PC, but now cannot deal with the large-scale logistics and administration involved in district/project parent coordination.

Parent Coordinator sees parental involvement as a passive process: providing information to parents; providing service for parents; social interaction among parents.

EFFECTS OF ADMINISTRATORS

Project Director runs all aspects of the project, with little or no review by the district. The PD does not want active parents, so dominates advisory group (makes self the chairperson, controls agenda, decides when to meet, runs meetings).

Attitudes of principals and staffs are more important than local demographic conditions (e.g., differences between resedential and embedding communities).

A major contributory factor is administrator attitudes. This applies to Project Director and principals. They set the tone, and control the design of the project and of the parental involvement component. Parental involvement is strongly shaped by them, reflecting their attitudes.

PROJECT DESIGN

School parental involvement has to have someone in charge. Principals seldom will do anything to bring about parental involvement--need school-level Parent Coordinators.

One federal project may have extensive parent education, and this may inhibit the development of parent education in other projects. This could also apply to other types of parental involvement.

There is a great difference between the project design that appears in the Grant Application and the actual parental involvement activities. These differences included goals and procedures.

DISTRICT POLICIES

Three district policies affect parents obtaining paid aide positions:

1. There is no preference given to parents.
2. Aides are hired centrally and are assigned to schools.
3. Aides are "tenured" and retain their positions for many years.

SYNTHESIS

SITE: Eastland School District PROGRAM: Title VII

PART: III CHAPTER #: 5 SECTION #: A1 ANALYST: Melaragno

Structure and Organization of District Advisory Committee

a. Structure

No mention was ever made about an earlier advisory council. PAC has 13 members: 4 Title VII parents, 1 non-Title VII parent, 4 community members, 4 professionals. Only officer is president, who is PD. All members are members as long as they wish. There are usually 2 meetings a year. Typically 3 parents attend. Meetings are conducted in English and Portugese.

Most respondents reported that the PAC has been operating for 4 years, although there were mentions of it being 5 years old; this may be to include the planning year when it was an advisory council. There are no by-laws, so PAC members stay in the group as long as they wish and are replaced if they leave. There are no regularly-scheduled meetings and respondents indicate that there usually are 2 each year (1 was held last fall, and a second for the Field Researcher), and that there usually are 3 parents in attendance.

b. Membership Characteristics

Parents. All 5 are female, of the target population. All are primary speakers of the target language and 2 are limited English speakers. Most have been members for 2-3 years. One is a member of a local ethnic civic group. All are employed. Family size = 1-3 children.

Community. All 4 are of the target population. One female is a high school student who formerly was in the Title VII project. Three are males. One is a priest, 1 is president of a taxpayers group composed of representatives of the target population and 1 is active in ethnic civic groups.

Professionals. PD, PC (Community Liaison), principal of Jesse School, member of Board of Education. PC is a member of the target population; others are White.

c. Selection

All members are appointed. The professionals are automatic, the PC recommends other members who are finally selected by the PD and the principal.

The project design calls for the PD, PC, a principal and a Board member to be on the PAC. To obtain the other members, the PC asks appropriate persons if they would serve, and if they agree makes a recommendation to the PD. The PD then discusses the recommendations with the principal and the two of them decide whom to appoint. As noted earlier, members are appointed for as long as they wish to serve, and new members are appointed to replace any who leave the PAC (there has been minimal turnover during the 4 years).

Conclusions

On paper the PAC looks good. It has 5 parents, and 4 community members who come from the same ethnic group as the parents. But the group seldom meets and meetings are not usually well-attended by the parents. There are no elections, either for members or officers (there is but one officer, a president, who is the Project Director). All members are appointed with the final say residing with the PD and the principal member.

WORKSHEET 1

CFs: Token Advice, Real Advice

	Plains	Sterling	Bonnet Co.	Kingstown	Cleterville	Redlands	Compass	Johns Co.
Legislation, Regulations	+ Dist. bylaws give DAC resp. for advising on TI project	+ PACs because of fed. mandate	+ State guidelines follow fed. regs, are implemented - TI for "already" & parents do not want to be involved.	+ State regs have strong parn role. + State regs call for training		+ State regs allow DAC partic. in budget + State has compliance reviews – motivates LCAs	+ DAC & PACs because of fed & local mandates + State guidelines follow fed.; are implemented	- Stigma attr. to TI + State guidelines follow fed; are implemented
District & School	- Strong higher level admin. ref control + Good comment. to parents, dist. & schools	- DAC serves all spec. progs, TI gets lost - No ldrship at schools	+ Dist. psnl, 1 princ. very supp. - 1 princ. very neg.	- B of E enters all imp. decisions	- Rural, widespread area - Dist. schools provide idea: educ belongs to profs.	- DAC has no communic w/ community + Subdistts control own $, plans. - PC = "ldr in mngs" - Pars don't have to be DAC members to partic.	- Educ. system very political + 1 princ. very supportive - 1 princ., staff very neg.	+ DAC seen as imp. in decisions - Racial dilemmas
Parents & Community	- Many parents are afraid - History = no involvement - No ldrship in community	- High poverty in community - Recent history = no involvement - No ldrship in community	- Recent desegr, Groups do not interact - TI for blacks. Parents supp. PTA, not DAC. + Core grp. of active parents. - No ldrship in community	- Parental theft: dec. mkg goes to people at the top - History = political involvement among some citizens - No ldrship in community	Par attitude: pars can only advise - Hist = no involvement - No ldrship in community	+ Close contact among pars. - Recent hist = no involvement - No ldrship in community	- High poverty in community - Some pars. very hostile to schools - Recent hist = no involvement - No ldrship, no comm. orgs.	- High parent in community + Hist = some extracurriculars - No ldrship in community
Project	- DAC gets prop. when completed + 2 full time PCs + $ for DAC - PCs follow party line: PD in chg, no role for parents	+ Training began for DAC, PACs + PD, PC very positive - PC dominates DAC - No PCs at schools	- PACs esscl for par. ed. + PCs bring about p.i. - PCs promote par. ed., schl. support - PD attitude: pars not capable of gov.	- No continuity among DAC members + PC brings about p.i. - PD, PC attitude: p.i. = support + Parents get $ to attend - Only Kdg parents on PACs	+ SW resp. for p.i. that exists - SW dominates prof, leaves no room for pars.	+ PCs at dist & schools are resp. for p.i. success + DAC role = review budget	+ PCs very imp. in making DAC work - PD attitude: no role in decisions for parents + DAC role = advise on services for students	- PACs open to all — parent members + PC brings about p.i. + Prof. psnl. very positive + DAC role: advise on services

847

129

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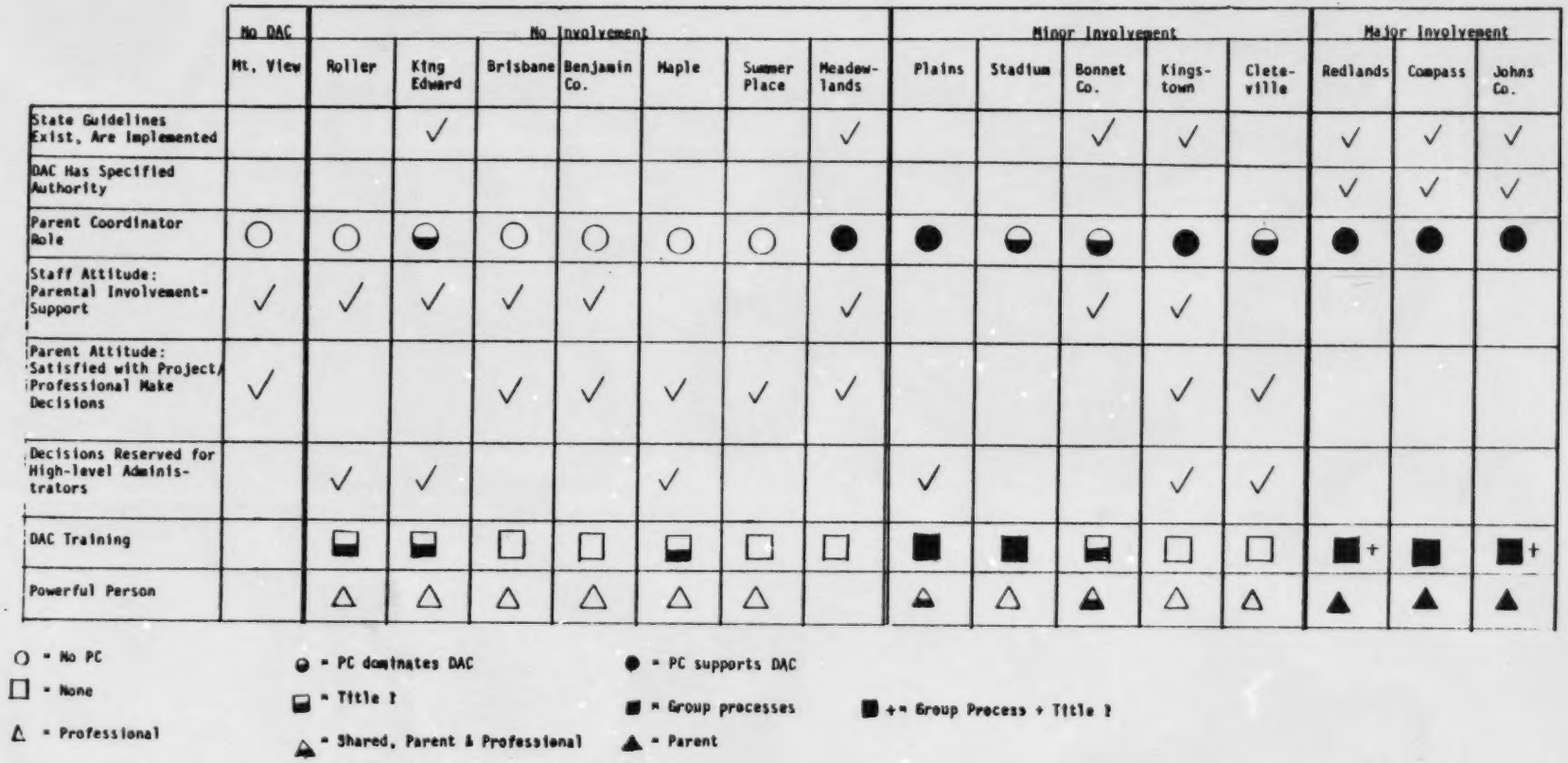

Table 5-5. Major Contributory Factors

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APPENDIX C

REPORTS FROM THE STUDY OF PARENTAL INVOLVEMENT

The Study of Parental Involvement has generated a series of reports, intended to serve the needs of various audiences. The U.S. Department of Education, and System Development Corporation, identified the following audiences who would be interested in the study:

- Congress, which enacts legislation for federal education programs, including provisions for parental involvement.
- Federal program administrators, who must see that Congressional intentions are carried out.
- Local project implementers, who design and conduct projects with parental involvement components.
- Educational researchers, who study parental involvement and would find the results of the current effort valuable when planning future investigations.
- Research methodologists, who can use the experiences of the present study when designing their own research.

Volumes in the report series are presented below, with annotating information.

Parents and Federal Education Programs: Some Prelininary Findings. Keesling, 1980.

The results of the Federal Programs Survey substudy are contained in this report. It presents national survey data for independent samples of districts and schools participating in each of the four programs, and comparisons of findings across the four programs.

Parents and Federal Education Programs, Volume I: The Nature, Causes, and Consequences of Parental Involvement in Federal Education Programs. Melaragno, Keesling, Lyons, Robbins, and Smith, 1981.

This report addresses the major findings regarding parenta involvement as it was uncovered in all 57 districts examined in the Site Study. Types of parental involvement activities, their causal factors, and their outcomes are presented. Specific questions often asked about parental involvement are answered. The meanings of the findings in a changing educational world are addressed.

Parents and Federal Education Programs, Volume 2: Summary of Program-Specific Findings. Keesling, Melaragno, Robbins, and Smith, 1981.

Summaries of the findings regarding different parental involvement functions, on a program-by-program basis, make up the majority of this report. For each type of parental involvement activity, the findings for each of the four programs are presented. There is also a brief treatment of findings regarding other policy-relevant issues.

Parents and Federal Education Programs, Volume 3: ESAA. Robbins and Dingler, 1981.

This report contains the detailed findings regarding parental involvement in 12 projects supported by the Emergency School Aid Act. Included are parental involvement activities, contributory factors, and outcomes; major and subsidiary findings are presented. Policy-relevant issues are addressed.

Parents and Federal Education Programs, Volume 4: Title VII. Cadena-Munoz and Keesling, 1981.

This report is similar to Volume 3, except it treats 14 projects supported by Title VII of the Elementary and Secondary Education Act (the Bilingual Education Act).

Parents and Federal Education Programs, Volume 5: Follow Through. Smith and Nerenberg, 1981.

This report is similar to Volume 3, except it treats 16 projects supported by the Follow Through program.

Parents and Federal Education Programs, Volume 6: Title I. Melaragno, Lyons, and Sparks, 1981.

This report is similar to Volume 3, except it treats 16 projects supported by Title I of the Elementary and Secondary Education Act.

Parents and Federal Education Programs, Volume 7: Methodologies Employed in the Study of Parental Involvement. Lee, Keesling, and Melaragno, 1981.

Intended for technical readers, this report summarizes the approaches used in the two substudies: the Federal Programs Survey and the Site Study. If describes the design of each substudy, data collection instruments, data collection techniques, and analytic procedures. In addition, one chapter addresses the special features of a multi-site qualitative research study--the methodology for the Site Study.

Individuals interested in obtaining copies of any reports from the Study of Parental Involvement should contact:

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